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ABSTRACT

This revision of the 1975 publication contains guidelines and criteria for school and system-level media programs based on a broad concept of services intended to provide students and teachers with media services and resources essential for quality education. These recommendations cover specific skills, services, personnel, budgeting guidelines, equipment, materials, physical facilities, and school-community coordination. Quantitative guidelines, where specified, are arranged in three levels to enable North Carolina schools to develop both short-range and long-range goals. It is recommended that, since the schools are either approaching or have achieved Level I (Minimal), they should attempt to reach Level II (Desirable) within a 3-year period, and should develop plans to attain Level III (Exemplary) within another three years. A selected bibliography lists seven North Carolina Department of Public Instruction Publications, ten professional books, and four professional periodicals to supplement the broad plan and provide more detailed guidance for planning, developing, and managing unified media programs. Information sheets, copies of reporting forms, charts, and various explanatory notes are appended. (CHC)

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MEDIA PROGRAM RECOMMENDATIONS

GUIDELINES FOR SCHOOL MEDIA PROGRAMS AT THE INDIVIDUAL SCHOOLS AND ADMINISTRATIVE UNIT LEVELS

by

Division of Educational Media
State Department of Public Instruction
Raleigh, North Carolina 27611

1981

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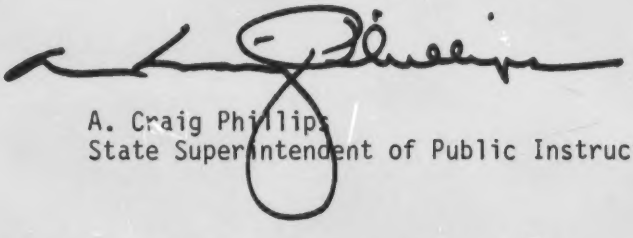
Foreword

In the past decade, society has experienced an unsurpassed technological revolution. In no other area has the development of technology been greater than that of communications and information storage, retrieval, and dissemination. Predictions indicate that civilization's total raw knowledge will more than double with each passing decade; thus, it is no longer logical or feasible to attempt to transmit to students sufficient information to serve them throughout adulthood. Instead, educators must equip today's students with fundamental skills for coping with this proliferation of information and with increasingly complex technology.

The school media program is an instructional, skills developing segment of the school's total educational program. It is designed to provide students who possess different learning patterns, interests, and abilities with the skills necessary to become independent users of all types of information and the technology essential to its retrieval.

These revised recommendations, approved by the State Board of Education at its June, 1981, meeting, should be considered as criteria for planning, developing, and evaluating media programs which serve the present and future learning needs of students and the instructional needs of teachers based on the objectives of the educational program of the school.

Effective implementation of these recommendations requires the carefully orchestrated cooperation of the local board of education, administrators, supervisors, teachers, media personnel, and students. A careful study and conscientious effort to incorporate the recommendations in day-to-day operational procedures will make a significant contribution to the improvement of public education in North Carolina.



A. Craig Phillips
State Superintendent of Public Instruction

First Edition, November, 1975 Second Edition, June, 1981

Introduction

This revised edition of MEDIA PROGRAM RECOMMENDATIONS: INDIVIDUAL SCHOOL/ADMINISTRATIVE UNIT contains guidelines and criteria for school and system-level media programs designed to provide students and teachers with media services and resources essential for quality education. The application of these recommendations by educators will upgrade the quality of media programs and, thereby, enrich the educational experiences of students and improve teaching and learning.

These recommendations delineate specific skills, services, personnel, equipment, materials, physical facilities, and school-community coordination essential to a quality media program. Quantitative guidelines, where specified, are arranged in three levels to enable North Carolina schools to develop both short-range and long-range goals. Because the State's schools are either approaching or have achieved Level I (Minimal), they should attempt to reach Level II (Desirable) within a three-year period, and should develop plans to attain Level III (Exemplary) within another three years.

This document is not designed as a step-by-step manual for administering a media program; therefore, the SELECTED BIBLIOGRAPHY lists various other resources helpful in planning, developing and managing a unified media program. The APPENDIX contains information sheets, copies of reporting forms, charts, and various explanatory notes.

This revised document, originally published in 1975, represents the collective work of many individuals from the public schools of North Carolina, from colleges and universities, and from the Department of Public Instruction. The enthusiastic participation of so many individuals is gratifying and, to some degree, measures the extent to which the recommendations represent a concensus about the direction in which school media programs should move. The Division of Educational Media staff members deserve special appreciation for their effort in preparing this revised publication.

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Key to Abbreviations and Terms

CARREL: A type of library furniture designed to give privacy to the student engaged in independent study which varies in sophistication from simple, private work spaces to electronically equipped furniture with built-in television and two-way communication systems

CATV: Cable Television, a system of distributing programs in a given area over coaxial cable by a franchised community antenna television company

CCTV: Closed Circuit TV, transmission of a TV signal through wire or over a microwave channel to one or many points especially equipped to receive the signals

COAXIAL CABLE: A cable consisting of two conductors, one inside the other, separated by an insulating material and having a common axis. This is the only type of cable recommended for distributing a television-type signal

COMPUTER COURSEWARE: A combination of content, instructional design, and the software which causes a computer to implement instructions

COMPUTER SOFTWARE: A set of programs, procedures, routines, and documents associated with the operation of a computer system. Software is the name given to the programs that cause a computer to carry out particular operations. The software for a computer system may be classified as application programs and systems programs

CONVERTER: A device used to change non-VHF television signals to standard signals which can be used on VHF channels. Cable systems use converters when they must distribute signals for more than 12 channels via a single cable

DISH: A parabolic-shaped antenna for transmitting and/or receiving television-type signals

EDUCATIONAL SPECIFICATIONS: Written communication from the educator to the architect describing the educational program and activities that the school plant should accommodate

FLOPPY DISC: A flexible disk (diskette) of oxide-coated mylar that is stored in paper or plastic envelopes. The entire envelope is inserted in the disk unit. Floppy disks are a low-cost storage that is used widely with minicomputers and microcomputers

HEADEND: The electronic control center, where incoming television-type signals are received, processed, and distributed to other locations

MATV: Master Antenna Television System, a single antenna with a distribution system for one building and/or adjacent areas up to the size of a community

MEDIA ADVISORY COMMITTEE: (MAC) A committee, chaired by the media coordinator and composed of principal and teachers representing all subject and/or grade areas of the school, who determine media priorities within the school and assist in the selection of appropriate materials and equipment to meet local needs

MEDIA COORDINATOR: A professional person with knowledge, understanding of, and competency in the broad range of media services, with particular emphasis on those competencies related to the development and administration of a unified media program

MEDIA SPECIALIST: A professional person with a high degree of professional preparation and competency in a specialized area of the media program; e.g., instructional television, subject or teaching area

MEDIA SUPPORT PERSONNEL: All non-professional salaried persons, including technicians and aides, who utilize specific skills and abilities in implementing media program activities under the direction and supervision of professional staff members

MONITOR: A television display device which does not have a channel selector

MONITOR/RECEIVER: Television set which, in addition to standard functions, has a special switch and connectors enabling the set to display images from a variety of sources

RADIO FREQUENCY DISTRIBUTION SYSTEM: Part of the electromagnetic spectrum in which bands, frequencies, or channels are allocated for the distribution of radio and television programs

SLOW-SCAN: A method of transmitting still pictures and other graphic materials at much lower frequencies and slower speeds than those used for broadcast or cable TV. Transmission is not instantaneous and telephone long lines are the usual carrier.

UHF: Ultra-High Frequency, used in the transmission and reception of television channels 14 and above

UNIFIED MEDIA PROGRAM: A single, unified program administered by the media coordinator in which instructional and other services related to both print and audiovisual media anticipate and satisfy the school's specific curriculum needs and offer integral support to its broad educational objectives

VHF: Very High Frequency, used in the transmission to and reception of television channels 2 - 13

VIDEO DISC: A disc-shaped device on which are stored television signals, available only commercially as of this printing

Program

The exemplary educational media program is designed to assist students in finding, generating, evaluating, and applying information that helps them to function effectively as individuals and to participate successfully in society. The quality media program serves students by providing a well-chosen collection of media appropriate for the students' different levels of maturity, ability, and interests; providing guidance in the location, selection, evaluation, and use of these resources; contributing to the development of skills in reading, viewing, listening, evaluating, and communicating; and teaching students how to relate to and use outside resources.

The most effective media program depends upon the support of the school board, the superintendent, the school principal, and a mutually supportive partnership between teachers and media personnel. Teachers as members of this instructional team keep media coordinators informed about curricula, content, and assignments. Teachers also participate in the planning of media skills instruction, evaluating learning resources, motivating students to use media, and implementing the media program within the context of curricular areas. The move away from textbook and teacher-dominated instruction toward a learner-centered approach to instruction has focused more attention on the school media center as the main instructional center supporting, complementing, and expanding the work of the classroom.

OVERVIEW OF SCHOOL MEDIA PROGRAM COMPONENTS

Five major components comprise the comprehensive unified media program:

1. *Media Skills Instruction* is the core of the media program and equates it with any other curricular area essential to the school's overall educational process

2. *Personnel* implement all aspects of the media program and also participate in curriculum development and any other activities affecting the total instructional program

3. *Budget* encompasses all monetary resources essential to implementing other components of the media program and, to a large degree, influences the effectiveness of the program as a whole

4. *Facilities* provide the environment for, and enhance the use of a majority of the resources and services available through the media program

5. *Resources* are the instructional devices used by students and teachers to gather information and to increase the effectiveness of teaching and learning in all other curricular areas

MEDIA SKILLS INSTRUCTION

Media skills instruction is basic to a comprehensive unified school media program. Students seldom remember throughout life all the information they learn in school and often are not able to recall that information later when they need it. It is imperative, therefore, that students develop skills enabling them to locate, assimilate, and apply information to meet their daily needs. Media skills instruction which uses a wide variety of resources in Grades K-12 will also enable students to fulfill their lifetime needs for information.

MAJOR EMPHASES

Two major emphases in effective media skills instruction are (1) sequential skills development, and (2) literary enrichment. These are outlined under COMPETENCY GOALS AND PERFORMANCE INDICATORS later in this section. Sequential media skills development and literary enrichment/appreciation should begin with storytelling and the students' first use of books and should follow a consistent plan throughout their school years. The ultimate goal is to help students become independent users of all types of resources and to help them develop an appreciation for all of man's recorded knowledge.

Sequential Skills Development

Students learn and develop at varying rates, depending on background, abilities, needs, and interests. Few students acquire skills in one brief exposure; therefore, continued reinforcement of skills previously taught, coupled with the progressive introduction of new skills, increases the students' abilities to use all types of media resources independently.

Media skills are taught as an integral part of the curriculum; therefore, it is the joint responsibility of teachers and media personnel, working together as an instructional team, to ensure that each student develops media skills in conjunction with other subjects taught. Moreover, the instructional team should constantly plan and strive to provide appropriate facilities, equipment, and materials to ensure strong, sequentially developed media skills instruction throughout Grades K-12.

Literary Enrichment

Literary enrichment is an essential part of effective media skills instruction. Carefully planned literary enrichment activities provide students with experiences enabling them to understand themselves and their universe and afford them a basis for developing their own values and standards. Activities concentrating on the humanities and on man's accomplishments are vital to literary enrichment. These activities should begin in kindergarten and continue throughout every grade ensuring that all students develop skills in appreciation. Literary enrichment can be achieved through the use of a variety of media formats,

e.g., books, films, and school television programs.

A comprehensive plan for literary enrichment in the media skills instruction will include the study and ultimate appreciation of the following literary genres: (1) folklore, (2) fantasy, (3) biography, (4) poetry, (5) realistic fiction, and (6) historical fiction. Collections should include all the various literary types at appropriate grade levels.

COMPETENCY GOALS AND PERFORMANCE INDICATORS

These skills are translated into Educational Media COMPETENCY GOALS AND PERFORMANCE INDICATORS. *COMPETENCY GOALS* are the ends toward which a student's learning is directed. These are broad statements of general direction and purpose. *PERFORMANCE INDICATORS* are reasonable measures of progress toward the stated goals. These are stated in quantitative measures of achievement or as activities. They answer the question: What can a student do to demonstrate that he or she is moving toward the attainment of the stated goal or the mastery of the skill or concept?

The five major *Educational Media Competency Goals* follow:

1. *Orientation and Organization:* The learner will demonstrate a working knowledge of the media center's organization and of procedures required to use the center and its collections

2. *Selection and Utilization:* The learner will select and use materials and equipment appropriate to personal needs and classroom assignments

3. *Comprehension and Application:* The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere

4. *Production and Presentation:* The learner will design, produce and/or select a variety of media formats to present information

5. *Appreciation:* The learner will value, use, and enjoy a variety of media throughout life for personal growth, vocational pursuits, and recreation

MANAGEMENT FOR MEDIA SKILLS INSTRUCTION

The school media program is an integral part of the total instructional program in the school. Students become involved in all types of learning experiences cooperatively planned by media coordinator and teacher. They work individually and in learning centers as well as in large and small groups. Addressing a wide range of duties and responsibilities and putting each into a proper perspective within the instructional day requires careful management practices by the media coordinator. Consideration must be given to:

1. The role of the media coordinator in "opening the door"

2. Accessibility of the media center and its resources

3. Open line of communication with teachers
4. Time with teachers to plan for skills integration
5. Program evaluation

Opening the Door

The image of the media program and staff can influence the support of the school board, superintendent, principal and school patrons. Several factors influence the school's and public's perception of the value of the media program. These factors include personal contacts with the program and staff, information received from others, and the observable performance of the media staff. These influences also affect the way in which students, teachers, and others use and respond to the media center's collection and services.

Perhaps the single most important element in the success of any media program is the *image* of the media professional. Personal effectiveness skills combined with professional knowledge and expertise project the positive image which *opens the door* to successful interaction with students, teachers, administrators and other patrons.

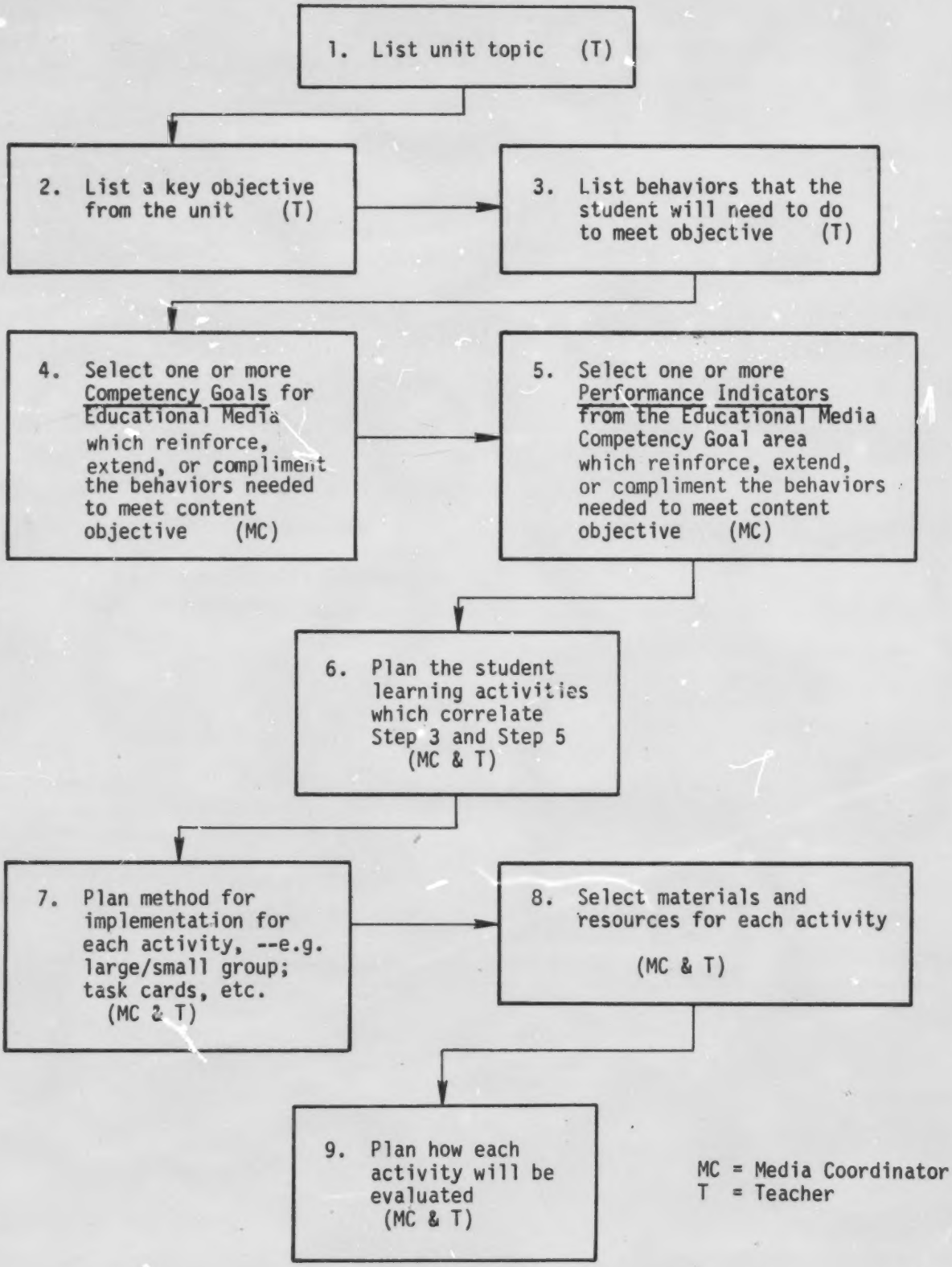
Scheduling

Teachers and students should have the opportunity to use the media center and its resources as the need arises. This could mean that students use the center and its resources as individuals or in small or large groups. The key is to develop a scheduling procedure which does the following:

- Frees the *media personnel* to deal with individuals, small groups, and entire classrooms according to their needs and instructional planning
- Encourages the use of *resources*
- Promotes the use of the media center as an *integral* part of the school's instructional program
- Redefines the position of the media personnel as an invaluable member of the *instructional team* who helps the teacher match requirements in content and skill development with available resources, based on the individual needs of students

Planning to Integrate Skills

Cooperative planning by teacher and media coordinator is necessary for effective integration of media skills into classroom instruction. Face-to-face communication is essential in order to develop learning activities which incorporate media skills and content area objectives. The following CORRELATION PROCESS is a step-by-step process by which the media coordinator and teacher can plan correlated activities.


1. List unit topic (T)
2. List a key objective from the unit (T)
3. List behaviors that the student will need to do to meet objective (T)
4. Select one or more Competency Goals for Educational Media which reinforce, extend, or compliment the behaviors needed to meet content objective (MC)
5. Select one or more Performance Indicators from the Educational Media Competency Goal area which reinforce, extend, or compliment the behaviors needed to meet content objective (MC)
6. Plan the student learning activities which correlate Step 3 and Step 5 (MC & T)
7. Plan method for implementation for each activity, --e.g. large/small group; task cards, etc. (MC & T)
8. Select materials and resources for each activity (MC & T)
9. Plan how each activity will be evaluated (MC & T)
MC = Media Coordinator
T = Teacher

(See SAMPLE PLANNING USING THE CORRELATION PROCESS IN THE APPENDIX)

Using the TIMELINE as a Management Tool

The integration of media skills instruction into curricular areas is essential if the skill is to have relevance for the learner. To accomplish this, the media coordinator must be aware of what is being taught in the classroom. Finding time to plan with classroom teachers during a busy school day can be difficult.

The TIMELINE is an excellent tool for facilitating communication about classroom assignments and activities. Teachers use the TIMELINE to record the curricular unit(s) being taught over a specific time period, and the media coordinator uses it for assembling resource materials and for planning integrated media skills units. (See sample TIMELINE in the Appendix)

EVALUATION OF MEDIA PROGRAM

Evaluation is a continuous process which determines the effectiveness of the school media program by relating its function to the needs of the overall instructional program and to the personal and educational needs of the student body. Through continuous evaluation, media programs will grow and change to meet new demands based on technological advancements, changes in instructional programs, and demands of today's students.

Evaluations, to be effective, must involve not only the media staff but also the students, administration, faculty, and, perhaps, outside consultants. Self-evaluation is always necessary, but the challenge of including outside persons who can take a fresh look and offer unbiased opinions and suggestions is often helpful. (See MEDIA PROGRAM ASSESSMENT INSTRUMENT and EDUCATIONAL MEDIA PROGRAM CRITERIA: AN ASSESSMENT INSTRUMENT in the Appendix)

ORIENTATION AND ORGANIZATION

Educational Media

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3	
1. The learner will demonstrate a working knowledge of the media center's organization and of procedures required to use the center and its collections	1.01 After an introduction to media personnel, a tour of the media center, and discussion of the center's policies and procedures, the learner will: • name media center personnel • locate and identify various areas of the media center, types of materials, and services available • follow oral and simple written instructions for using the center • check out and return materials and equipment 1.02 Identify simple library/media terms after having been introduced to them 1.03 Locate and identify various materials and equipment in the media center, such as: • books • records/record players • filmstrips/filmstrip projectors and viewers • cassettes/cassette players and recorders • sound filmstrips/projectors and viewers • transparencies/overhead projectors • filmloops/filmloop projectors • ITV programs /TV monitors and receivers • headsets and jack boxes • opaque projectors • films/film projectors 1.04 Locate specific title or type of library/media reference material, such as: • card catalog • dictionaries • general encyclopedias • magazines 1.05 Identify some services and resources available at the public library, after a discussion and/or tour of a public library

SELECTION AND UTILIZATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3	
2. The learner will select and use materials and equipment appropriate to personal needs and classroom assignments	2.01 Select a variety of media and begin to use reading, writing, listening, and viewing skills to obtain information 2.02 Use alphabetical order to locate materials and begin to find information in sources such as dictionaries, indexes, and the card catalog 2.03 Follow oral and/or simple written instructions for using materials and equipment 2.04 Use materials requiring equipment for listening and/or viewing and operate accompanying equipment—e.g., record players, filmstrip projectors and viewers, overhead projectors, cassette players and recorders, sound filmstrip viewers and projectors, TV monitors/receivers, headsets and jack boxes, 8mm loop projectors, radios 2.05 Use the following features of print and nonprint materials to find information: spine, covers, title page/frame, table of contents, illustrations, index, captions, and superimposed words 2.06 Begin to select information based on the 10 main classes of the Dewey Decimal Classification System as keys for locating areas of interest or need 2.07 Begin to select materials in various formats from the card catalog by author, title, and subject 2.08 Select and use print and nonprint materials guided by personal interest and an awareness of the availability of diverse formats 2.09 Identify, select, and use simple fiction and nonfiction in a variety of formats—e.g., Easy book, simple fiction 2.10 Select and use the following general reference sources: card catalog, dictionaries, general encyclopedias, and magazines

COMPREHENSION AND APPLICATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3 3. The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere	3.01 Follow oral instructions for using the media center and its resources and begin to follow simple written instructions 3.02 Alphabetize through two letters and demonstrate an understanding of guide letters and words on the spines and pages of encyclopedias and dictionaries 3.03 Demonstrate an understanding of the following features of print materials: • purpose of information on title pages—e.g., title, author, publisher • arrangement of table of contents as a reference to specific chapters and their page numbers • illustrations in relation to passages in the text • arrangement of index as an alphabetical reference to specific words and their page numbers • information in simple maps, charts, and graphs 3.04 Demonstrate an understanding of call numbers on catalog cards and spines of books by finding Easy books and simple fiction/nonfiction through the use of call numbers on catalog cards 3.05 Understand by the third grade that the card catalog is an alphabetical index to materials in the media center and begin to locate information by: • recognizing that author, title, and subject cards exist as keys for locating resources and that author cards are filed by surnames • using guide letters to select correct catalog drawer • using guide cards to locate entries in catalog drawer • disregarding "A," "AN," or "THE" when used as articles at the beginning of an entry • using call numbers from the card catalog to locate fiction and nonfiction 3.06 Begin to comprehend the unique properties of nonprint media and their accompanying equipment—e.g., a recorded bird sound versus a written description 3.07 Restate information from brief, factual articles in one sentence or one paragraph, naming the source orally or in writing 3.08 Apply reading, writing, listening, and/or viewing skills to identify sequences, main ideas, relationships, and specific information in a variety of media 3.09 Begin to differentiate between fact and fiction, nonprint commercials and print advertisements, verbal and nonverbal communication—e.g., spoken word versus facial expression—encountered in various media

PRODUCTION AND PRESENTATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3 4. The learner will design, produce and/or select a variety of media formats to present information	4.01 Follow a specified procedure for producing materials which communicates information or ideas by: • stating the purpose for a production activity • preparing a simple oral or written plan 4.02 Operate simple equipment for production and presentation, such as: cassette recorders and overhead projectors 4.03 Present information and creative ideas through personally designed and produced media, such as: • student produced books • audio cassettes • puppets • dioramas • simple maps • charts • posters • flannel board stories • mobiles • handmade transparencies

APPRECIATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3	
5. The learner will value, use, and enjoy a variety of media throughout life for personal growth, vocational pursuits, and recreation	5.01 Select materials for pleasure and personal information as well as in conjunction with classroom assignments 5.02 Demonstrate appreciation by choosing titles of varied forms and genres after an introduction to award-winning titles, classics, and other outstanding children's literary selections 5.03 Identify award-winning authors and illustrators and be familiar with their works after an introduction to outstanding children's literature 5.04 Communicate personal enjoyment of pleasurable experiences in reading, listening, and viewing to others 5.05 Choose to browse through easy print and nonprint, children's periodicals, and participate in educational games and puzzles during leisure time 5.06 Recognize television programs and motion pictures of educational value 5.07 Begin to understand and acknowledge the concept of authorship 5.08 Demonstrate an understanding of the rights of others, while performing study tasks in the media center, by working individually or in a group without disturbing those nearby 5.09 Share knowledge in using the media center with others 5.10 Treat the facility, materials, and equipment with care and show respect for media personnel when using the media center independently 5.11 Choose to assist with simple media center tasks

ORIENTATION AND ORGANIZATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 4-6	
1. The learner will demonstrate a working knowledge of the media center's organization and of procedures required to use the center and its collections	1.06 After an introduction to media personnel, a tour of the media center, and discussion of the center's policies and procedures, the learner will: • name media center personnel • locate and identify various areas of the media center and the materials/services available • follow oral and written instructions for using the center • check out and return materials and equipment 1.07 Identify library/media terms after reviewing simple terms and being introduced to more advanced terms 1.08 Locate and identify more specialized materials and accompanying equipment, such as audio tapes/reel-to-reel recorders, slides/slide projectors, sound-slide programs/sound-slide equipment, and simple production equipment 1.09 Locate and identify: • general periodical indexes—e.g., SUBJECT INDEX TO CHILDREN'S MAGAZINES • special reference materials—e.g., atlases and almanacs • single-volume reference books • periodicals (current and back issues) • information/picture files • maps, charts, and globes • community resources 1.10 Locate and identify a range of materials available from the local public library useful for recreation, information, or school assignments

SELECTION AND UTILIZATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 4-6 2. The learner will select and use materials and equipment appropriate to personal needs and classroom assignments	2.11 Acquire additional skills in reading, writing, listening, and viewing to find information in all curricular areas 2.12 Use subject headings, cross-references, and guide words to find information in sources such as dictionaries, indexes, encyclopedias, and the card catalog 2.13 Follow oral and simple written instructions for using materials and equipment 2.14 Operate more complex listening and/or viewing equipment—e.g., slide projectors, reel-to-reel tape recorders, film projectors, opaque projectors 2.15 Select pertinent information from the following features of print and nonprint materials: preface, foreword, introduction, glossary, appendix, maps, charts, graphs, credits, and legends and scales 2.16 Begin to select information sources based on the divisions within the ten main classes of the Dewey Decimal Classification System 2.17 Select materials in various formats from the card catalog by author, by title, by subject, and by specific information on the catalog card—e.g., annotation, copyright 2.18 Select and use print and nonprint materials based on level of difficulty, relevance to needs or interests, and advantages of formats 2.19 Begin to select and use print and nonprint materials according to basic literary forms and genres, such as: folktale, biography, autobiography, newscast, drama, science fiction, and mystery and detective stories 2.20 Select and use, as needed, special reference materials, such as: • general periodical indexes—e.g., SUBJECT INDEX FOR CHILDREN'S MAGAZINES or ABRIDGED READERS' GUIDE • specialized reference sources—e.g., atlases, almanacs, indexes • single-volume reference books • periodicals (current and back issues) • information, picture, and community resource files • maps, charts, globes 2.21 Select and use current periodicals for up-to-date information

COMPREHENSION AND APPLICATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 4-6 3. The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere	3.10 Follow oral instructions and comply with directions on simple signs in using the media center and its resources and in observing its policies 3.11 Demonstrate increased understanding of guide words and letters on the spines and pages of reference materials, and alphabetize through four letters in using the card catalog and locating materials on shelves and information in materials 3.12 Understand and/or use the following features of print and nonprint materials: • purpose and information available in forewords, prefaces, introductions • copyright dates as indicators of ownership and of how up-to-date materials are • arrangement and kind of information available in glossaries • supplementary information available in appendices • information visualized on maps, outlined in charts, plotted on graphs, as it extends and clarifies content • purpose and information available in title frames and credit frames of nonprint media 3.13 Demonstrate an understanding of call numbers on catalog cards, spines of books, and labels on nonprint media by locating fiction, nonfiction, and special collections 3.14 Understand and use the card catalog to locate information by: • applying the rule that "nothing precedes something"—e.g., "BIRDS"

precedes "BIRDS OF PREY"
- distinguishing readily among author, title, and subject cards—e.g., recognizing subject card because top line is capitalized, distinguishing books *by* a person from books about a person
- selecting audiovisual materials by format designated in call number
- using key words when searching for information
- originating alternative key words for those not appearing in card catalog—e.g., "Eskimos" if "igloos" does not appear
- referring to additional titles indicated by "see" and "see also" references
- understanding and applying special filing rules—e.g., realizing that numerals are filed as if spelled out

3.15 Perceive the advantages of certain nonprint media over others in obtaining information and preparing assignments—e.g., a transparency for demonstration purposes in an oral report

3.16 Begin to gather and organize information from print, visual, and auditory resources as follows:
- collect and record bibliographic information
- skim or scan for specific item
- take accurate notes
- paraphrase
- put in logical order
- outline
- generalize
- summarize without plagiarizing

3.17 Combine data from more than one source, print and nonprint, for brief reports—e.g., nonfiction books, encyclopedias, filmstrip—and acknowledge sources in simple, alphabetized bibliography showing author/producer, title, and medium

3.18 Apply reading, writing, listening, and viewing skills to identify and define sequences, main ideas, relationships, and specific information in a variety of media

3.19 Begin to distinguish facts and truths from fiction, opinion, or propaganda encountered in various forms of media

PRODUCTION AND PRESENTATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 4-6 4. The learner will design, produce and/or select a variety of media formats to present information	4.04 Follow a specified procedure for producing materials which communicates information or ideas by: • stating the purpose for a production activity • preparing a written plan for the production – e.g., script or storyboard • listing equipment and materials required for the production 4.05 Operate equipment for production and presentation, such as: cassette recorders, overhead projectors, reel-to-reel tape recorders, thermal copiers, simple cameras, lettering devices, drymount press, slide projectors, filmstrip projectors 4.06 Present information and creative ideas through personally designed and produced media, such as: audio cassettes or tapes; thermal transparencies; slides or filmstrips without a camera; simple photographs; simple newspapers; bar, line, and circle graphs; displays and bulletin boards

APPRECIATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 4-6 5. The learner will value, use, and enjoy a variety of media throughout life for personal growth, vocational pursuits, and recreation	5.12 Select materials for pleasure and personal information as well as in conjunction with classroom assignments 5.13 Read and view more widely and discriminately following an introduction to award-winning titles, classics, and other outstanding children's literary selections 5.14 Express and support opinions regarding literature read, when given the opportunity

5.15 Communicate personal enjoyment of pleasurable experiences in reading, listening, and viewing to others
5.16 Choose to browse through current newspapers, magazines, books, paperbacks, and other media during leisure time
5.17 Choose television programs and motion pictures valuable for education and/or entertainment, when given the opportunity
5.18 Demonstrate respect for ownership rights and exhibit intellectual honesty
5.19 Demonstrate an understanding of the rights of others, while performing study tasks in the media center, by working individually or in a group without disturbing those nearby
5.20 Choose to share knowledge in using the media center with others, when given the opportunity
5.21 Treat the facility, materials, and equipment with care and show respect for media personnel when using the media center independently
5.22 Choose to assist with responsible media center tasks, when given the opportunity

ORIENTATION AND ORGANIZATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 7-9	
1. The learner will demonstrate a working knowledge of the media center's organization and of procedures required to use the center and its collections	1.11 Name media center personnel; locate and identify various areas of the media center and materials/services available; follow oral and written instructions for using the center; and checkout/return materials and equipment following an appropriate orientation 1.12 Define specialized media terms after being introduced to them 1.13 Locate and identify videotapes/videotape equipment, more complex and specialized production equipment, and computer terminals where available 1.14 Locate and identify: • periodical indexes — e.g., ABRIDGED READER'S GUIDE TO PERIODICAL LITERATURE • specialized reference materials — e.g., geographical and biographical dictionaries, scientific encyclopedias, gazetteers, thesauri • specialized periodicals (current and back issues) • special bibliographies 1.15 Locate and identify a range of public library media useful for recreation, information, or school assignments

SELECTION AND UTILIZATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 7-9	
2. The learner will select and use materials and equipment appropriate to personal needs and classroom assignments	2.22 Acquire and use more advanced skills in reading, writing, listening, and viewing to find information in all curricular areas 2.23 Demonstrate competency in the use of alphabetical order, subject headings, cross-references, and guide words to find information in dictionaries, indexes, encyclopedias, and the card catalog 2.24 Follow oral and written instructions for using materials and equipment 2.25 Operate increasingly intricate listening and/or viewing equipment — e.g., videotape equipment 2.26 Find specific information in special elements of materials such as bibliographies, footnotes, and legends and scales 2.27 Select more specialized information based on sections within the divisions of the Dewey Decimal Classification System 2.28 Increase and strengthen card catalog skills 2.29 Select and use print and nonprint materials that are accurate, authoritative and current 2.30 Select and use materials based on an understanding of finer distinctions among literary forms and genres, such as short story, editorial, Western, comedy, and documentary

2.31 Exhibit competency in selecting and using, for special reference needs, such sources as:
- periodical indexes — e.g., ABRIDGED READER'S GUIDE
- specialized reference sources — e.g., geographical and biographical dictionaries, scientific encyclopedias
- specialized periodicals (current and back issues) — e.g., AMERICAN HERITAGE
- bibliographies

2.32 Select and use a wider variety of current periodicals for up-to-date information

2.33 Select and use a combination of relevant materials in a variety of formats and disciplines in developing a research topic

COMPREHENSION AND APPLICATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 7-9 3. The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere	3.20 Follow directions for operating audiovisual equipment and instructions provided inside printed reference works and index services 3.21 Demonstrate increased proficiency in alphabetizing, including word-by-word and letter-by-letter arrangements 3.22 Refine skills necessary for scanning and extracting relevant information from various features of print and nonprint media — e.g., photograph captions, paragraph headings 3.23 Demonstrate growing understanding of call numbers on catalog cards, spines of books, and labels on nonprint media by locating fiction, nonfiction, and special collections 3.24 Use the card catalog more comprehensively as an index to print and nonprint resources by: • using cross-references with ease • using subject headings and simple subheadings — e.g., "INDIANS OF NORTH AMERICAN — LEGENDS" • understanding and applying special filing rules — e.g., knowing that under the history of a country, historical periods are filed chronologically, so that "U.S. — HISTORY — 1492-1776" is filed before "U.S. — HISTORY — 1865-1918" 3.25 Use more sophisticated and diverse multimedia, selecting those best suited by their special properties and adapting them appropriately to complete assignments and produce projects 3.26 Gather and organize information from print, visual, and auditory resources as follows: • collect and record bibliographic information • skim or scan for specific item • take accurate notes • paraphrase • put in logical order • outline • generalize • summarize without plagiarizing 3.27 Combine selected data from print and nonprint materials, including current sources (e.g., periodicals, information files), in concluding research for a paper or report, and credit sources in properly organized footnotes and bibliographies 3.28 Apply more sophisticated reading, writing, listening, and viewing skills in identifying and defining sequences, main ideas, relationships, and specific information in increasingly complex media 3.29 Identify and define biased and stereotyped presentations encountered in various media and recognize some obvious behavioral influences of mass media — e.g., national popularity of products promoted in clever television commercials 3.30 Compare and contrast points of view from at least two sources selected from print, visual, and auditory resources

PRODUCTION AND PRESENTATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 7-9	
4. The learner will design, produce and/or select a variety of media formats to present information	4.07 Follow a specified procedure for producing materials which communicates information or ideas by: • stating the purpose for a production activity • determining the production format most effective in achieving the purpose • preparing a written plan for the production — e.g., script or storyboard • listing equipment and materials required for the production and/or presentation • selecting and/or creating appropriate visuals, music or sound effects • evaluating the resulting production 4.08 Operate equipment for production and presentation, such as: cassette recorders, overhead projectors, reel-to-reel tape recorders, thermal copiers, cameras, copy camera with copy stand, super 8mm cameras and projectors, slide projectors, filmstrip projectors, drymount press, lettering devices, tape and film splicers, videotape equipment 4.09 Present information and creative ideas through personally designed and produced media, such as: audio cassettes and tapes, thermal transparencies, photographs, slides, 8mm films, sound/slide programs, videotapes

APPRECIATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 7-9	
5. The learner will value, use, and enjoy a variety of media throughout life for personal growth, vocational pursuits, and recreation	5.23 Select materials for pleasure and personal information as well as in conjunction with classroom assignments 5.24 Appreciate the literary merits of classic titles and read and view more selectively following an introduction to award-winning titles, classics, and other outstanding literary selections 5.25 Express and support opinions regarding literature read, when given the opportunity, as well as be able to analyze literature, including plot, character, setting, etc. 5.26 Choose to share information on print and nonprint titles especially enjoyed and appreciated 5.27 Choose to browse through current newspapers, magazines, books, paperbacks, and other media during leisure time 5.28 Develop evaluative criteria needed to determine strengths and weaknesses in television programs and film productions 5.29 Demonstrate respect for ownership rights and exhibit intellectual honesty 5.30 Demonstrate a concern for the rights of others, while performing study tasks in the media center, by working individually or in a group without disturbing those nearby 5.31 Choose to share knowledge in using the media center with others 5.32 Treat the facility, materials, and equipment with care and show respect for media personnel when using the media center independently 5.33 Choose to assist with reponsible media center tasks

ORIENTATION AND ORGANIZATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 10-12	
1. The learner will demonstrate a working knowledge of the media center's	1.16 Identify media personnel; locate various areas of the center and the materials/services available; follow instructions for the center's use; and checkout/return media following an appropriate orientation

organization and of procedures required to use the center and its collections	1.17 Define a comprehensive list of library/media terms after an appropriate introduction to them 1.18 Locate and identify microforms/microform equipment and audio/video retrieval equipment where available 1.19 Locate and identify: • periodical indexes, such as: ABRIDGED READERS' GUIDE or READERS' GUIDE TO PERIODICAL LITERATURE • more specialized and comprehensive reference materials — e.g., poetry and short story indexes, guidebooks, specialized dictionaries, and other books of facts • specialized encyclopedias and bibliographies 1.20 Locate and identify both public library and special library reference resources for school research papers and projects, as well as vocational and avocational materials available through other information systems

SELECTION AND UTILIZATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 10-12 2. The learner will select and use materials and equipment appropriate to personal needs and classroom assignments	2.34 Exhibit increased competencies in more advanced reading, writing, listening, and viewing skills 2.35 Demonstrate proficiency in alphabetizing and using subject headings, cross-references, and guide words needed to find information 2.36 Follow oral and written instructions for using materials and equipment 2.37 Select and use with proficiency a variety of specialized listening and/or viewing equipment, such as microform equipment, audio/video retrieval equipment, and computer terminals 2.38 Exhibit greater competency in isolating and extracting increasingly specialized information from all components of print and nonprint media 2.39 Identify, locate, and retrieve needed information sources readily through practical knowledge and application of the Dewey Decimal Classification System 2.40 Demonstrate increased competency in using relevant information on catalog cards 2.41 Show increased proficiency in using the following evaluative criteria when selecting and using print and nonprint materials: level of difficulty, relevance, accuracy, authoritativeness, authenticity, and advantages of format 2.42 Discriminate knowledgeably among literary forms and genres in both print and nonprint materials, selecting and using those applicable to needs or interests, such as novel, satire, critical essay, travelogue, sonnet, and historical fiction 2.43 Show capability in selecting and using a comprehensive range of research tools, including the following: • periodical indexes — e.g., ABRIDGED READERS' GUIDE or READERS' GUIDE TO PERIODICAL LITERATURE • more specialized and comprehensive reference materials — e.g., poetry and short story indexes, guidebooks, specialized dictionaries, and other books of facts • specialized encyclopedias and bibliographies 2.44 Evaluate important issues with increased critical skills through selecting and using a variety of current periodicals expressing different viewpoints 2.45 Show proficiency in selecting and using a combination of materials in a variety of formats and disciplines related to a specific topic

COMPREHENSION AND APPLICATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 10-12 3. The learner will identify concepts presented in media, interpret and organize	3.31 Follow oral and written instructions for using the media center and its resources in conducting independent research and completing classroom assignments

information, and develop evaluative skills for understanding media at school and elsewhere	3.32 Demonstrate proficiency in alphabetizing and other locater skills necessary for more independent use of the library/media center 3.33 Use selectively and independently any or all components of print and nonprint materials in identifying relevant information sources — e.g., cassette tape labels, tables of contents, filmstrip guides 3.34 Demonstrate a sound understanding of call numbers, catalog cards, and nonprint labels for locating fiction, nonfiction, and special collections 3.35 Review and refine previously introduced card catalog skills and use the card catalog as the major index to all library resources by: • using more inclusive subject headings and more precise subheadings, and vice versa, as further clues in identifying appropriate sources — e.g., if nothing appears under "SICKLE CELL ANEMIA," the learner will search under "BLOOD" • locating important chapters or sections of materials by using analytic cards and contents notes • locating serials by the card catalog — e.g., BEST SHORT STORIES OF 19__ 3.36 Use more sophisticated and diverse multimedia, selecting those best suited by their special properties and adapting them appropriately to complete assignments and produce projects 3.37 Demonstrate greater independence in applying research skills needed in gathering and organizing information properly for written, oral, or multimedia presentations, as follows: • collect and record bibliographic information • skim or scan for specific item • take accurate notes • paraphrase • put in logical order • outline • generalize • summarize without plagiarizing 3.38 Combine selected data from a variety of complex media in concluding an in-depth research paper, crediting ideas as well as specific facts in complete footnotes and bibliographies confirming to an authoritative style manual 3.39 Apply reading, writing, listening, and viewing skills necessary for comprehending basic content — e.g., sequence of events, main ideas, relationships, details — in diverse media used in conjunction with classroom assignments or independently 3.40 Identify and define more subtle forms of propaganda and bias in mass media — e.g., the use of name-brand products among stage props of television dramas; the strategic location and length of front page news stories to support a particular editorial viewpoint 3.41 Compare and contrast points of view from several sources and diverse formats

PRODUCTION AND PRESENTATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 10-12	
4. The learner will design, produce and/or select a variety of media formats to present information	4.10 Follow a specified procedure for producing materials which communicates information or ideas by: • stating the purpose for a production activity • determining the production format most effective in achieving the purpose • preparing a written plan for the production — e.g., script or storyboard • listing equipment and materials required for the production and presentation • selecting and/or creating appropriate visuals, music or sound effects • evaluating the resulting production 4.11 Operate equipment for production and presentation, such as: cassette recorders, overhead projectors, reel-to-reel tape recorders, thermal copiers, cameras, copy camera with copy stand, super 8mm cameras and projectors, slide projectors, filmstrip projectors, drymount press, lettering devices, tape and film splicers, videotape equipment 4.12 Present information and creative ideas through personally designed and produced media, such as: audio cassettes and tapes, thermal transparencies, photographs, slides, 8 mm films,sound/slide programs, videotapes

APPRECIATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 10-12 5. The learner will value, use, and enjoy a variety of media throughout life for personal growth, vocational pursuits, and recreation	5.34 Select materials for pleasure and personal information as well as in conjunction with classroom assignments 5.35 Choose good literature to read, view, and listen to for pleasure and information following an introduction to classics and other outstanding literary selections 5.36 Express and support opinions regarding literature read, when given the opportunity, as well as be able to analyze critically various types of literature, including their styles, themes, characterizations, etc. 5.37 Choose to share pleasurable reading, listening, and viewing experiences with others 5.38 Choose to browse through print and nonprint media for recreation or information during leisure time 5.39 Develop personal and school influenced criteria in order to become more sophisticated and discriminating in television and film viewing 5.40 Demonstrate respect for ownership rights and exhibit intellectual honesty 5.41 Demonstrate a concern for the rights of others, while performing study tasks in the media center, by working individually or in a group without disturbing those nearby 5.42 Share knowledge in using the media center with others 5.43 Demonstrate a responsible attitude toward maintenance of the media facility, its materials and equipment, respect for personnel, and greater understanding of the media program 5.44 Choose to assist with a variety of responsible media center tasks

Personnel

Qualified personnel are essential in implementing an effective school media program. The media staff should possess a wide range of competencies in the areas of print, audiovisual, and broadcast media as well as knowledge in the fields of learning theory and curriculum development. In addition, media personnel should be strong leaders and administrators who will establish the media program in its proper perspective in the educational process.

CERTIFICATION GUIDELINES

The North Carolina State Board of Education in June, 1981, adopted new State guidelines for certification of instructional personnel, including professional media personnel.

The new certification licenses are intended to assure that persons entering the media profession are well qualified to meet the complex challenges of providing a good program of media services in North Carolina schools. A certification license has been added for the Media Supervisor (078).

The new requirements should offer encouragement and provide direction to currently certified professionals for continuing education and advancement. However, the new certification licenses *are not required* to continue holding positions which a person now holds on the basis of an existing license or combination of licenses. Present certification licenses (School Librarian (009), Associate Media Coordinator (075), and Media Specialist (077), will remain valid and in force as long as the persons holding those licenses remain active in the profession.

Persons entering the profession after July 1, 1984, who have none of the existing licenses must obtain one of the new licenses.

STAFF DEVELOPMENT

As new requirements for initial certification do not apply to those persons already holding a certificate, the need continues for staff development programs to assist already employed persons in developing additional competencies. The new competency-based guidelines can be used to give direction in the planning of staff development activities.

The contemporary instructional setting demands expertise in the use of instructional media in teaching and learning. Contributing to this necessity are (1) the impact of newer communications media--television, computers, radio, and electronically recorded materials; (2) the emphasis on the individualization of instruction; (3) the continuing movement to unified media services within the schools, combining the once separate library and audiovisual program; and (4) the growing recognition of the need for differentiated staffing in media services at the building and the system levels. (See A LOOK AT THE ROLES OF THE PRINCIPAL, MEDIA COORDINATOR, AND TEACHER in the Appendix)

MEDIA CERTIFICATIONS

Provisional Media Coordinator (075)

The Provisional Media Coordinator (Level 1) certification is appropriate for those persons who enter the profession with minimum qualifications (undergraduate degree) and who provide basic professional media services at the school building level. The Provisional Media Coordinator certification is valid for a five-year period and cannot be renewed. At the end of the five years the person must meet the requirements for the Media Coordinator (Level II) certificate. Refer to guidelines under Media Coordinator (076), p. 3.

Media Coordinator (076)

The Media Coordinator (Level II) certification is appropriate for persons having advanced preparation (graduate degree). In addition to providing basic media services, the Media Coordinator may be responsible for establishing or directing a full program of media services at the building level including the supervision of professional and support media personnel. (See SOME ASPECTS OF A MEDIA COORDINATOR'S DUTIES in the Appendix)

Instructional Technology Specialist (077)

The Instructional Technology Specialist certification is appropriate for those persons who, through advanced study and preparation (graduate degree), have developed extensive knowledge and skill and can provide specialized services in certain technical areas of media services, particularly in the design, development, and production of instructional materials; in the programming, production, and utilization of televised media; and in the application of communication technology to teaching and learning.

The Instructional Technology Specialist certificate alone is not appropriate for persons responsible for direction and supervision of the overall media program at either the building or district level.

Media Supervisor (078)

The Media Supervisor certification is appropriate for those persons who are responsible for directing the complete range of media services at the system level, including the supervision of all professional and support staff. Candidates for this certification must possess or be eligible to hold the Media Coordinator (076) certificate; must have at least three years of successful experience as a media coordinator; and must possess a master's degree from an approved media program plus twelve (12) graduate semester credits in administration, curriculum development, supervision courses from an approved educational program.

STAFFING PATTERNS

The type and number of personnel needed in developing and sustaining a unified media program depend upon student enrollment, physical facilities, the teaching and learning processes being supported, the breadth and depth of media services provided, and the amount and nature of technical support available at the system level.

Each media program, no matter how small, should have the services of a minimum of one full-time media professional. In addition, support personnel should be provided in sufficient numbers to perform the nonprofessional functions of the center.

The following tables show the size of building-level staff necessary to implement the media program at three levels.

LEVEL 1 SOUTHERN ASSOCIATION STANDARDS (1981)

STAFFING FOR SCHOOL MEDIA PROGRAMS
Elementary

Membership	Librarian or Media Specialist	Clerical Assistant
1-263	1/2	-
264-339	1	-
440-659	1	1/2
660 and above	1	1

STAFFING FOR SCHOOL MEDIA PROGRAMS
Secondary

Membership	Librarian or Media Specialist
1-299	1/2
300-499	1
500-649	1
650-749	1
750-999	1
1,000-1,249	2
1,250 and above	One staff person shall be added in the school for each additional 250 students over 1,249. This person *may be* assigned to the media center.

LEVEL 2 STATE GUIDELINES

STAFFING FOR SCHOOL MEDIA PROGRAMS

School Enrollment	Minimum Professionals		Minimum Support Staff	
	Head of Media Program	Additional Media Professionals	Media Aides	Technicians
up to 499	1	-	1	-
500 to 999	1	-	1	1*
1000 to 1499	1	1	1	1*
1500 to 1999	1	1	2	1*
2000 to 2499	1	2	2	1*

* Circumstances will vary from school to school, but in each case support staff should complement the professional staff. The type of program, the services available at the system level, the expertise of the current staff, and the availability of potential support staff influence whether the support position will be that of a media aide or technician.

LEVEL 3 NATIONAL STANDARDS (AASL/AECT 1975)

STAFFING FOR SCHOOL MEDIA PROGRAMS

School Enrollment	Minimum Professionals		Minimum Support Staff	
	Head of Media Program	Additional Media Professionals	Media Aides	Technicians
250	1	-	1	-
500	1	0-1	1-2	2-3
1,000	1	2-3	3-5	3-5
1,000	1	3-5	4-6	4-6
2,000	1	4-7	5-8	5-8

Media Aide

Aides have secretarial and clerical competencies enabling them to perform tasks related to the ordering, receipt, maintenance, inventory, production, circulation, and use of materials and equipment. Media aides working directly with users must be able to respond effectively to their needs. They carry out all tasks under the direction of the professional members of the media staff, reporting, as appropriate, to designated professionals or technicians. Typical duties of media aides include these:

- *Circulating materials.* Assist students at desk; keep circulation records as required; prepare and distribute overdue notices; shelve materials; deliver materials and equipment.

- *Ordering and processing materials.* Prepare order cards; type purchase orders; unpack new materials and check invoice; collate new materials; complete information on catalog cards and/or type new sets when necessary; prepare materials for circulation; file shelflist and catalog cards above the rod.

- *Maintaining the collection.* Read shelves; help take inventory; repair materials and equipment; prepare books for bindery; prepare materials for information file; check in periodicals and prepare for circulation.

- *Working with students and teachers.* Help students and teachers find materials; give assistance in use of equipment; give assistance in production of materials; supervise student pass system; read stories to small groups (not to be confused with media coordinator's role in literature appreciation); supervise and assist with reinforcement activities; check student work; take requests for new materials.

- *Miscellaneous.* Type bibliographies, reports, correspondence, worksheets, etc.; check supply inventory and reorder when needed; process incoming mail (file catalogs, open letters, etc.); plan and/or help with bulletin boards and displays; help make games, activities, recordings, transparencies, centers, etc. for media coordinator; help with housekeeping chores (plant watering, dusting, etc.).

Adult Volunteers

Duties performed by adult volunteers can be any of those performed by salaried media aides. Their tasks should be limited only by time and human energy. Duties should be performed always under the guidance and/or supervision of the media professional.

Student Assistants

A student assistant program should be encouraged in each school. Both the media program and the students benefit directly from this experience.

Benefits to students include:

- Sense of responsibility
- Opportunity to grow in knowledge and skills
- Service to others
- Pursuit of special interests and talents
- Growth in interpersonal relationships
- Career opportunities

The media program benefits when the media professional is freed from some routine clerical duties, providing more time to assist students.

Student assistants in no way should be used in lieu of employing qualified support personnel.

SUPPORT STAFF

Support staff is needed to relieve the media professional of many routine yet important and necessary duties. TECHNICIANS and MEDIA AIDES comprise this support staff. Persons should be selected because of specialized training, competencies, or the potential for on-the-job training.

In many school media centers, the supportive staff also consists of student assistants and unpaid adult volunteers who give time and energy to the media program. However, these services are not a substitute for salaried staff.

The type and number of media support staff needed for each media center or school depend upon the size of the school, the organization of the media staff, any special programs, the types of services requested by different faculties, and services available beyond the building level.

Where student population dictates and budget allows, more than one support person should be employed. Support personnel with specific competencies as media aides and technicians can help provide a more versatile program.

Inadequate support staff results in inappropriate and costly use of professional staff time, consequently lowering the quantity and quality of media services provided.

Media Technician

Technicians have competencies in one or more fields, e.g., graphics production and display, information and materials processing, photographic production, operation and maintenance of instructional equipment, television production, and installation of system components. Typical duties of media technicians include the following:

- Repairing and maintaining equipment
- Providing instruction in the operation and use of instructional equipment
- Producing graphics and display materials, such as transparencies, posters, charts, graphs, displays, exhibits, and materials for television programs
- Performing photographic production work, such as still photography, motion photography for films, videotape recording of television broadcasts, televising of local and in-school events, and developing black-and-white film
- Assisting in the technical processing of information and materials by performing such tasks as bibliographic searching and processing of materials
- Assisting in the installation of system components, such as closed-circuit television systems and film chains (1:24)

EDUCATIONAL MEDIA
COMPETENCY-BASED CERTIFICATION GUIDELINES

MEDIA COORDINATOR (076)

The Media Coordinator (Level II) certification is appropriate for persons having advanced preparation (graduate degree) who, in addition to providing basic media services, may be responsible for establishing or directing a full program of media services at the building level including the supervision of professional and support media personnel.

ADMINISTRATION

1.0 The ability to develop and implement media programs which facilitate the achievement of the educational goals, including the management of media and human resources. The candidate will be able to:

- 1.1 Develop annual and long-range goals for a comprehensive school media program
- 1.2 Prepare, justify, and administer the media program budget based on curricular needs
- 1.3 Participate in planning, arranging, and utilizing media facilities to support the instructional program
- 1.4 Formulate schedules to accommodate the needs of students and teachers in small/large groups and/or individually
- 1.5 Train, supervise, and evaluate clerical/technical personnel, volunteers, and student assistants in relation to the effective use of their time and talents
- 1.6 Initiate formal and informal agreements providing for increased availability of media through resource sharing
- 1.7 Implement the use of automated systems for instruction and/or bibliographic control
- 1.8 Evaluate the effect of the overall media program on teaching/learning
- 1.9 Apply the principles of research to the development and implementation of the media program
- 1.10 Assess new technology for possible educational applications

COMMUNICATION AND LEADERSHIP

2.0 The ability to initiate interaction with students, staff, administration, and/or the general public for purposes of interpreting, promoting and expanding the media program. The candidate will be able to:

2.1 Interpret school media program to administrators, school board and lay public

2.2 Provide for regular communication between media center personnel and users

2.3 Plan and conduct staff development activities to develop media competencies of instructional staff

2.4 Apply appropriate interaction skills for relating to students and teachers

2.5 Plan and implement strategies for positive public relations

2.6 Ensure professional growth by participating in continuing education programs

2.7 Identify the function of local, state, and national professional organizations

EVALUATION AND SELECTION

3.0 The ability to apply basic principles of evaluating and selecting media to support the instructional program. The candidate will be able to:

3.1 Recognize the school's organizational pattern, the curriculum, and the instructional objectives affecting the selection of media

3.2 Develop and implement an individual school selection policy compatible w/system-wide policy

3.3 Organize and provide leadership for the school's Media Advisory Committee, involving administrators, teachers, students, and the lay public

3.4 Identify and/or develop criteria appropriate for evaluating various forms of media in all subject areas and grade levels

3.5 Assess the media collection, identify strengths and weaknesses, and coordinate the selection of appropriate media to ensure a comprehensive, balanced collection

3.6 Identify and work cooperatively with reputable publishers, producers, and dealers marketing educational media to ensure satisfactory purchases

3.7 Ensure that the evaluation and selection process provides curriculum-related media appropriate to the varying abilities, interests, attitudes and needs of users

3.8 Recognize the characteristics unique to each media format and select items according to their specific contribution to learning

3.9 Provide for hands-on evaluation of media and/or identify reliable bibliographic tools to aid in selecting media

3.10 Identify and arrange for use of community resources compatible with curricular needs

3.11 Maintain an up-to-date media collection by periodically screening out obsolete items

3.12 Respond to censorship attempts by using The Citizen's Request for Reconsideration of Media, the School's Selection Policy, and the Media Advisory Committee

ORGANIZATION AND MANAGEMENT

4.0 The ability to establish and carry out procedures for effective and efficient acquisition, cataloging, processing, accessing, and maintaining equipment and materials. (AASL, p. 11) The candidate will be able to:

4.1 Coordinate the acquisition process for materials, equipment, and media supplies

4.2 Establish policies and implement procedures for classifying, cataloging, and processing all school-owned media, information files, and community resources

4.3 Organize and maintain a current catalog and shelflist for all school-owned media

4.4 Select and/or design appropriate media circulation systems

4.5 Establish, implement and evaluate circulation policies based on needs of users

4.6 Ensure accessibility to all types of materials and accompanying equipment through appropriate housing

4.7 Plan and manage effective procedures for equipment maintenance

4.8 Implement procedures for ongoing inventory of materials and equipment

PRODUCTION AND UTILIZATION

5.0 The ability to instruct faculty and students in using and/or producing media to facilitate the teaching/learning process. The candidate will be able to:

5.1 Teach media skills within the framework of the school's curriculum as outlined in the COURSE OF STUDY and COMPETENCY GOALS AND PERFORMANCE INDICATORS, K-12

5.2 Participate in the curriculum development process to establish learning objectives and recommend appropriate media to accomplish these objectives

5.3 Plan, conduct, and evaluate a literary appreciation program which includes guidance in reading, listening and viewing experiences

5.4 Provide specific information and resources in response to reference requests

5.5 Assist teachers and students in identifying, obtaining, and producing media based on abilities, interests, curricular needs, and learning styles

5.6 Instruct and supervise students and teachers in instructional design, media production and equipment operation

5.7 Use the basic principles of instructional design to produce media for specific learning objectives

5.8 Evaluate effectiveness of media production and utilization based upon stated objectives

5.9 Assist students in identifying concepts presented in media and with interpreting and organizing information

INSTRUCTIONAL TECHNOLOGY SPECIALIST (077)

The Instructional Media Technology Specialist certification is appropriate for those persons who, through advanced study and preparation (graduate degree), have developed extensive knowledge and skill and can provide specialized services in certain technical areas of media services, particularly in the design, development, and production of instructional materials; in the selection, organization, and operation of instructional and production equipment; in the programming, production, and utilization of televised media; and in the application of communication technology to teaching and learning.

The Instructional Technology Specialist certificate alone is <u>not</u> appropriate for persons responsible for direction and supervision of the overall media program at either the building or district level.

ADMINISTRATION

1.0 The ability to develop and implement specialized programs of telecommunications, including the management of media and human resources. The candidate will be able to:

1.1 Develop annual and long-range plans for a comprehensive program of instructional telecommunications including automated systems and production capabilities

1.2 Administer telecommunication systems and production facilities

1.3 Train, supervise and evaluate personnel involved in instructional technology and telecommunications

COMMUNICATION AND LEADERSHIP

2.0 The ability to initiate interaction with students, staff, administration, and/or the general public for purposes of interpreting, promoting and expanding the telecommunications program. The candidate will be able to:

- 2.1 Instruct and supervise students and teachers in media design and production
- 2.2 Promote effective use of media through staff development activities for instructional staff
- 2.3 Identify sources of information on current and future trends and developments in instructional technology and telecommunications
- 2.4 Establish and maintain desirable relationships with entire educational community, including students, administrators, parents, and lay citizens
- 2.5 Ensure professional growth by participating in innovative continuing education programs
- 2.6 Understand the function of local, state, and national professional organizations

EVALUATION AND SELECTION

3.0 The ability to apply basic principles of evaluating, selecting and producing media as an integral component of the instructional program. (AASL, p. 13) The candidate will be able to:

- 3.1 Recognize the school's or system's organizational pattern, the curriculum and the instructional objectives affecting the selection and/or production of media
- 3.2 Recognize the characteristics unique to each media format and produce media tailored to the varying abilities, interests, and needs
- 3.3 Develop criteria for evaluation of locally produced media
- 3.4 Evaluate and select production equipment, materials and supplies

ORGANIZATION AND MANAGEMENT

4.0 The ability to manage complex operations involving instructional technology and telecommunications including facility design, work scheduling, and budgeting. The candidate will be able to:

- 4.1 Organize elements of instructional telecommunication for effective use by students, teachers, and administrators

4.2 Develop and implement effective procedures for selection, purchase, maintenance, and service for instructional equipment

PRODUCTION AND UTILIZATION

5.0 The ability to assist faculty and students in using and/or producing media to facilitate the teaching/learning process.

5.1 Apply criteria for decision making concerning the desirability of locally produced media as opposed to available commercially produced media

5.2 Apply the principles of learning communication model(s) and theory to the design of instructional media

5.3 Determine instructional objectives and develop specifications for media appropriate to meet those objectives

5.4 Translate media design specifications into workable production plans and produce graphic, projected, and electronic instructional media

Budget

Budgeting is the financial aspect of planning and should reflect the overall goals of the school's instructional program. It emphasizes the relationship of resources to program objectives and leads to desired learner outcomes. Any method measuring how effectively the program achieves its desired objectives should answer these questions:

1. Does your budget meet specific instructional program objectives based on needs of your users?

2. Does your budget provide for the human and physical resources necessary to accomplish your objectives?

PRINCIPLES AND GUIDELINES

State, regional, and national quantitative standards will prove helpful in planning a budget but should never be used as exclusive rationale for budget requests. It is essential, when planning a budget, that consideration be given to short- and long-range goals and objectives of the school as well as the school system. Priorities should also be placed on specific curriculum needs, weaknesses of the existing collection, and recommendations of users.

Budget planning involves converting identified school-wide needs into budgetary line items. Overlooking necessary line items during the budget planning process can result in poor use of allocated funds later. Line items that may need to be considered include:

Books (including reference and professional materials)

Audiovisual materials

Periodicals (magazines and newspapers)

Instructional supplies (including production supplies)

Furniture

Equipment

Rebinding and commercial processing

Miscellaneous (film rental, postage, repair, etc.)

The practice of allocating funds to individual teachers can result in unnecessary duplication, hoarding materials in classrooms thus preventing their accessibility to other staff members, and poor purchasing practices. (See SAMPLE BUDGET WORKSHEET and END OF YEAR REPORTING FORM in the Appendix)

Federal, State and local funds should be coordinated to provide adequate materials, equipment and supplies necessary for a desirable media program. The school's Media Advisory Committee should be thoroughly informed of all funds available and should set priorities for the expenditure of all funds based on predetermined school-wide needs.

Certain research and statistical data is invaluable in justifying budget requests. An ongoing inventory of materials, equipment and services is one way of collecting this data. The ANNUAL INSTRUCTIONAL MEDIA REPORT, furnished to all schools each year by the Department of Public Instruction, is a viable means of collecting this data. As usage increases in the various areas of service, a projection of additional staff and resources must be made. Statistical data that the staff collects *periodically* (e.g. book circulation statistics, film usage, etc.) will prove helpful in justifying additional staff, resources, and/or services. (See ANNUAL INSTRUCTIONAL MEDIA REPORT in the Appendix)

FORMULAS FOR ANNUAL EXPENDITURES

LEVEL 1 SOUTHERN ASSOCIATION STANDARDS (1980-81)

Elementary: H:5 "There shall be a minimum of $15 per pupil budgeted and expended annually through the regular business office of the school or school system for instructional materials, supplemental reading materials, library books, and other printed materials such as periodicals, pamphlets, and governmental documents; and nonprinted or audio visual media such as filmstrips, 8mm and 16mm teaching films, transparencies, recordings, tapes, slides, mounted pictures, maps, globes, and models. Basic textbooks and equipment necessary for use of instructional materials shall not be purchased from this allocation."

Secondary: 7.2.0 "A balanced program of expenditures for instructional materials and supplies shall be planned so that annual expenditures facilitate the maintenance of quality in each area of the school's program."

7.12.0 "In addition to maintaining the minimum book collection, each library/media center shall be provided with funds as indicated below for the purchase of periodicals, library supplies, and nonprint materials."

Membership	Expenditure Requirements
Fewer than 100	$500
101 - 800	$500 plus $4.00 per student in excess of 100
801-1,000	$3,300 plus $4.00 per student in excess of 800
1,000-1,500	$4,100 plus $3.50 per student in excess of 1,000
1,501-2,000	$5,850 plus $3.50 per student in excess of 1,500
2,001 and above	$7,600 plus $2.00 per student in excess of 2,000

LEVEL 2 STATE GUIDELINES

To maintain the media collection at a level essential for a desirable media program, an amount equivalent to 3% of the North Carolina per pupil expenditure in average daily membership (ADM) for current expenses should

be spent. The North Carolina ADM per pupil expenditure in 1979-80 was $1477.25. This data is compiled by the Department of Public Education's Controller's Office each year and supplied to all schools.

Example: $1477.25 N.C. per pupil (ADM) Expenditure 1979-80
x .03
$ 44.31 Per Pupil ADM should be spent

LEVEL 3 NATIONAL STANDARDS (AASL/AECT 1975)

"To maintain an up-to-date collection of materials and equipment that fulfills and implements the instructional program, the annual per pupil expenditure of a school district should be at least 10% of the National per Pupil Operational Cost as computed by the United States Office of Education." (1:40-41)

Example: $2002 National average per pupil Operational Cost 1979-80
x .10
$200.20 per pupil ADA should be spent

FUNDING SOURCES

A realistic assessment of funds available from State and Federal Sources for North Carolina schools reveals that the major support for the development of media collections must be provided from local funds.

CAPITAL OUTLAY FUNDS (LOCAL)

Capital outlay funds will be required to provide initial collections of print and nonprint media in new schools, installation of electronic security systems, automated delivery systems, television reception and distribution systems, library furniture, and special production equipment. Capital outlay funds must also be available when buildings are remodeled or additions are made to existing facilities to bring media centers up-to-date.

STATE ALLOCATED FUNDS (BUDGET CODE: 5100-01)

The State allocation of funds to each administrative unit for instructional materials and supplies for 1980-81 is $19.50 per student (ADM) in grades K-3 and $13.50 per student (ADM) in grades 4-12. This allocation is based on the best continuous six of the first seven months of the preceding school year in grades K-12. The responsibility for allocation of these funds and selection of appropriate instructional materials rests with the system-level administration.

Definitions and recommended expenditures of these funds follow:

Instructional Supplies. By practice the term *supplies* is accepted as those items which are consumed or changed in use. They generally have a comparatively low per item cost. Typical of these are paper, pencils, paint, laboratory chemicals.

It should be noted that some items frequently termed *production supplies* are changed in nature as they are used but not consumed. Instead, they become permanent materials which may be reused. Transparencies for overhead projection are made from supplies that illustrate this category.

Instructional Materials and Equipment. *Materials* may be thought of as presenting information or providing within themselves when used as an experience from which learning may result. *Equipment*, in contrast, is a device which makes possible the use of material in a manner which may result in learning or obtaining information. This distinction is illustrated by consideration of a prepared filmstrip and a projector. The filmstrip contains the information; the projector makes access to the information possible. The filmstrip is a *material*; the projector is *equipment*.

The model of an eye contains information within itself; therefore, it is considered *material* as are library books, supplementary textbooks, films, filmstrips, recordings, etc.

Funding Ratios. A maximum percentage of 40% (or less) of these funds may be devoted to the acquisition of *consumable supplies* and materials so that funds (60% or more) for acquiring print and nonprint materials of lasting nature not be seriously limited. These funds may *not* be used for the purchase of equipment.

OTHER STATE FUNDS

In addition to the lump sum allocation of State funds (5100-01) for instructional materials and supplies as described above, there are other categorical funds for the purchase of supplies and materials. Funding available to meet the instructional resources needs of students in special programs in 1980-81 include the following:

5100-12	Driver Training ($12.83 per pupil)*
5200-32	Exceptional Children ($20.23 per ADM)*
5200-34	Trainable Mentally Handicapped ($19 per pupil)*
7100-36	Community Education Development ($25,000 per unit)*
5200-37	Remediation Support ($236 per weighted student)*

* May also be used for equipment purchases

FEDERAL FUNDS: ESEA TITLE IV-B

ESEA Title IV-B, through Public Law 93-380, provides funds for the acquisition of school library resources and instructional equipment in

the academic areas as well as guidance, counseling, and testing materials for public and private school students and teachers.

In fiscal year 1979 North Carolina received $4,139,092 for ESEA Title IV-B purposes. Ninety-five percent of the funds is allocated directly to the local education agencies for the acquisition of eligible Title IV-B instructional materials, instructional equipment and services. The allocation of funds to the LEA's is based on a formula approved by the State Agency and the U. S. Office of Education. Seventy percent of the funds are allocated on an enrollment basis, five percent on local tax effort, ten percent on number of low income children, ten percent on the number of handicapped children and five percent on the number of gifted and talented children above the State average. Each LEA has local discretion to determine how Title IV-B funds are to be expended within the eligible categories of the program.

ESEA Title IV-B funds, used by the LEA's to acquire materials, equipment, and services based on local needs, are the only Federal funds available to the public and private schools designated for the acquisition of school library resources. The system-level coordinator of Media Services is usually responsible for writing the ESEA Title IV-B Project, for coordinating the expenditure of funds, and for keeping appropriate records.

Resources

NOTE: Both educational materials and accompanying equipment comprise the media collection. The term media will be used in that sense throughout the Resources Section of this document. The terms materials and equipment will be used separately when necessary for emphasis.

IMPORTANCE OF COLLECTION

The media collection is a vital component of the total school media program. It is comprised of a variety of materials and equipment representing various forms of communication in depth and scope sufficient to carry out the educational process. The collection provides supplementary resources in every curricular area compatible with the diverse learning styles and interests of individual students at all levels of ability and maturity. It also provides items for leisure and professional use.

Various media are characterized by unique features which contribute significantly to learning through their particular content and method of delivery. Such media are essential in a collection because they hold wide appeal and have great potential for conveying information to users. It is imperative that students learn to use these various educational resources effectively to ensure that, as adults, they continue their education after their formal instruction ends.

SELECTION

Selection of all media is an important step in developing a collection and should be based on sound principles formulated to carry out the school's philosophy, objectives and curricular specification. Consideration should be given to the prescribed North Carolina COURSE OF STUDY FOR ELEMENTARY AND SECONDARY SCHOOLS, K-12, and to the COMPETENCY GOALS AND PERFORMANCE INDICATORS (See PROGRAM section) established for students.

Policy

Selection of media should be based on a sound, system-level, written policy as called for in North Carolina General Statute Section 115-206.14(b) and (c). This policy should be developed cooperatively by media coordinators, other professional instructional staff, and administrators and should be adopted by the local board of education. It should include criteria and procedures for evaluating and selecting media for individual schools and system-level collection. The policy should also establish a procedure for handling challenged materials.

Items in the Appendix related to selection are entitled SAMPLE MEDIA SELECTION POLICY and CITIZENS REQUEST FOR RECONSIDERATION OF MEDIA.

Media Advisory Committee

School media personnel are responsible for coordinating the acquisition of all media n the school collection. The principal should appoint a Media Advisory Committee to assist with the selection process. The committee should be comprised of teachers representing all subjects and grades in the schools, system-level media personnel, the principal, and may include students and parents.

Involvement of appropriate instructional staff and students will increase more effective use of media and ensure that the appropriate materials are used at the appropriate levels of instruction; administrative participants can provide budgetary information for the committee; student and parent input will represent community mores and standards. (See THE ROLE OF THE MEDIA ADVISORY COMMITTEE in the Appendix)

Collection Maintenance

The collection should contain quality, up-to-date media excluding obsolete, inappropriate items. The Media Advisory Committee should assist in systematically purging the materials collection to ensure its relevance and should plan for preventive maintenance and repair of equipment. (See MAINTAINING A QUALITY MEDIA COLLECTION THROUGH SYSTEMATIC WEEDING in the Appendix)

Selection Aids

Ideally, educators should select media through firsthand examination; however, this is unrealistic because they have insufficient time and do not always have access to examination collections. It is frequently necessary, therefore, to use various selection aids, such as bibliographies published by commercial sources, reviews cited in various professional journals, and bibliographies distributed by the Department of Public Instruction.

The Media Advisory Committee should exercise caution when relying on commercial reviewing sources in order to ascertain the appropriateness of titles to the North Carolina curriculum. All items included on the ADVISORY LISTS OF INSTRUCTIONAL MEDIA published and distributed by the Division of Educational Media, Department of Public Instruction, have been evaluated by North Carolina educators who deemed the materials appropriate for K-12 instruction in North Carolina schools.

The Materials Review and Evaluation Center in Raleigh displays examination collections containing thousands of items appropriate for use in schools. The Center's staff provides consultant services on the evaluation and selection of instructional materials.

State Contracts for Educational Equipment

Educational equipment should be selected from State contracts listing

those items meeting specifications established by the Division of Purchase and Contract and bid lowest by manufacturers or vendors.

New contract numbers for educational equipment follow.

New Number	Equipment
880-70	Projection Stands, etc.
880	Projectors and Related Items
655	Photographic Equipment and Supplies
130	Library Binding
880-90	Transparency-Making Equipment and Supplies
285-50	Electric Lamps
480-82	Sound Recording and Sound Reproduction Equipment, etc.
575-65	Microfiche Readers
840	Closed Circuit Television
250-15	Microcomputers

Schools may purchase items not on State contracts when the item itself or a similar item does not appear on any contract. In such cases, standard purchasing practices apply; i.e., the purchasing agent for the school searches out competitive sources of supply and secures at least three prices.

The above procedure is followed for items costing up to $1500. For items costing between $1,500 and $2,500, schools must send price quotations to Purchase and Contract for purchase approval. For items costing over $2,500, sealed public bids must be secured through the Division of Purchase and Contract.

ACCESSIBILITY

All media in the school should be readily accessible to every user. Accessibility involves the provision, organization, location and arrangement of the media; the policies and procedures regulating the circulation of media; and the flexible scheduling of the students, the teachers, the media center, and its staff. Furthermore, the degree of accessibility is influenced by the adequacy of the physical facilities and furnishings to accommodate and promote the use of a variety of media.

Organization

All school-owned materials need to be organized and arranged so that users can obtain any item quickly and easily. This organization includes classifying, cataloging, and providing in a unified card catalog entries for all materials. The inventory of the school's entire holdings of both instructional materials and equipment should be coordinated through the school's media center. (See ELIMINATE THE NONESSENTIAL: ACCESSIONING; SCHOOL MEDIA INVENTORY: ANNUAL INSTRUCTIONAL MEDIA REPORT; SUPPLEMENTARY BOOKS ORGANIZATION; and MAINTAINING A QUALITY MEDIA COLLECTION THROUGH SYSTEMATIC WEEDING in the Appendix)

Circulation

The philosophy of the school must ensure that the circulation and loan policies encourage users to borrow materials and equipment for use throughout the school, at home, and in the media center. Periodic review of these policies will serve to ensure that no obstacles inhibit the use of media.

Scheduling

Users' daily schedules should be flexible enough to incorporate time for using resources in the media center. Adequate facilities and flexible scheduling should provide for individuals, small groups, and class groups to use the center simultaneously during the school day as the need arises. Time should be provided for teachers and students to plan with the media coordinator the most effective use of the media center and its resources.

For greatest use, the media center should be open during the entire school day and before and after school. In order to expand services to users and to realize greater returns from the school's investment in materials and equipment, consideration should be given to extending hours to include evenings, Saturdays, and vacation periods wherever possible. Extended hours of service, especially for Extended Day Programs, require additional professional and supportive staff.

Media centers in community schools should develop scheduling policies and staffing patterns compatible with the services they offer.

MATERIALS AND EQUIPMENT

QUANTITATIVE GUIDELINES

Establishing meaningful quantitative guidelines for media collections is difficult because instructional programs, teaching-learning strategies, and school-wide objectives vary. A school implementing a program that varies markedly from traditional instructional patterns must undertake to develop its own collection guidelines if it is to support learning within the concept of its own program.

Levels

To assist the average school in determining the quantity of media it needs, the concept of *levels* of materials and equipment is used in the following quantitative guidelines. *Any school conducting an instructional program must have a minimum of materials and equipment.* In the school with an enrollment of less than 400 students, the media collection must have as much scope and variety as the school with an enrollment of more than 400 students. *Therefore, in the following tables, Level 1 indicates the minimum quantity of materials and*

equipment recommended for an effective media program involving 400 students or fewer. The failure to commit sufficient budgetary resources for obtaining this minimum is likely to produce educational results short of those desired by the school. The suggested quantity in no way seeks to limit the media in the school's collection and should *not* be construed as a limit.

In addition, it must be emphasized that quantitied stated at the minimal, desirable, and exemplary levels refer only to quality, up-to-date media, and exclude excessive duplicate materials or obsolete, badly worn, or inappropriate equipment that should be removed from the collection.

Relationship Between Materials and Equipment

The interdependence of materials and equipment must be recognized as collections are planned. Materials in many different formats can be used only with the appropriate equipment. Generous acquisition of these materials is negated if the equipment needed for their use is not provided or is provided in too limited numbers. By the same reasoning, equipment can contribute to learning only if appropriate materials are available for use with that equipment.

Categories of Materials and Equipment

In the following sections, materials and related equipment are grouped together within the appropriate categories according to methods of delivery. These categories of delivery are PRINTED VERBAL, VISUAL, PROJECTED VISUAL, AUDIO, AUDIOVISUAL, and TACTILE. An additional category, MISCELLANEOUS MATERIALS AND EQUIPMENT, lists items which, because of their uniqueness, do not fall readily into one of the other categories but nevertheless contribute significantly to the instructional program.

PRINTED VERBAL MATERIALS

		Level 1 Minimal	Level 2 Desirable	Level 3 Exemplary
Books	(per student)			

These are books in the general collection which include the following:

. all books ordinarily classified as part of the media collection

. all paperback books except multiple copies used for intensive study of a given topic

. one to three copies of textbook-type titles which, in the opinion of the media coordinator, would be appropriate for the general collection

The suggested range does not include multiple copies of supplementary textbooks (cloth or paperbound) which should be organized through the media center but should be maintained as a separate collection.

Magazines	(per media center)	Elem 30	40	60 or more
		JHS	60	75 or more
		SHS	95	125 or more

At least one index to magazines should be provided. Duplicate copies of indexes and magazine titles should be provided as the need demands. Files of back issues of magazines should be maintained for at least two years or longer as the type of magazine and the need dictate. Back-issue files may be on microform.

Newspapers	(per media center)	Elem 2	3	6 or more
		JHS 4	6	9 or more
		SHS 5	7	10 or more

Newspapers providing local, State, and national coverage should be included in the collection. At least one should be a daily newspaper with national and international coverage.

Information File Materials (per media center)

An organized information file should be maintained containing such items as pamphlets, pictures, clippings, reprints, and other appropriate ephemeral materials.

Community Resource File (per media center)

This file should contain information about persons, places, and other community resources available. (See COMMUNITY RESOURCE RILE in the Appendix)

VISUAL MATERIALS

		Level 1 Minimal	Level 2 Desirable	Level 3 Exemplary
Art Reproductions	(per student)	1/2	1	1 1/2 or more

The collection should represent various artists, subjects, and periods and should include only those reproductions 8" x 10" or larger of durable quality. It is highly desirable that the collection include framed art reproductions that circulate to students for home use.

Globes	(per teaching station)	See information sheet in Appendix for quantities and types of maps and globes.

A variety of globes compatible with the various abilities and skills of students as well as with subjects studies should be provided.

Maps	(per teaching station)	See information sheet in Appendix for quantities and types of maps and globes.

When selecting maps, consideration should be given to the merits of maps on overhead transparencies as compared to other flat maps.

Mounted Pictures and Photographs (per student)	Provide in quantity to meet curricular needs.

Study Prints	(per student)	1/2	1	2 or more

Includes charts, posters, and graphs

AUDIO MATERIALS AND SUPPORTING EQUIPMENT

		Level 1 Minimal	Level 2 Desirable	Level 3 Exemplary
Recordings				
Recordings Includes discs, cassette tapes, and reel-to-reel tapes	(per student)	2	3	5 or more
Recordings and accompanying electronic equipment assigned to electronic laboratory installations are not included.				
Record Player, mono *Tape Recorder, cassette* *Tape Recorder, reel-to-reel*	(per teaching station) (per media center)	1-3 3	2-4 5	4-6 or more 7 or more
Record Player, stereo	(per media center)	1	2	3 or more
Tape Player, cassette	(per teaching station) (per media center)	2-4 4	5-7 6	8-12 or more 8 or more
Tape Recorder, cassette, with synchronization mode	(per media center)	1	2	3
Tape Recorder, reel-to-reel or cassette, stereo	(per media center)	Provide in quantity based on format of media and emphasis of music program.		
Earphones, mono and stereo	(as needed)			
Jackboxes to accommodate multiple earphones	(as needed)			
Radios AM/FM	(per media center)	1	2	3
Additional purchases for teaching stations will depend upon available local programs.				

PROJECTED VISUAL MATERIALS AND SUPPORTING EQUIPMENT

Filmstrips		Level 1 Minimal	Level 2 Desirable	Level 3 Exemplary
Filmstrips, silent	(per student)	*	*	*
Projectors, filmstrip silent	(per teaching station)	1 per 3	1 per 2	1 or more
	(per media center)	2	3	4 or more
Viewers, filmstrip silent	(per teaching station)	2	3	5 or more
	(per media center)	2	4	6 or more

Microforms				
Microforms Includes microfilm, microcard, and microfiche	(per media center)	Provide in quantity to meet curricular needs.		
Readers, microform	(per media center)	Provide in quantity to meet curricular needs.		
Reader-Printers, microform	(per media center)	Provide in quantity to meet curricular needs.		

Slides				
Slides 2" x 2", silent	(per student)	2	3	4 or more
Projectors, slide	(per teaching station)	1 per 4	1 per 3	1 per 2 or more
carousel-type	(per media center)	1	2	3 or more
Viewers, slide	(per media center	2	3	4 or more

* Very few silent filmstrips are available for purchase; therefore, no quantities are given at the three levels. Schools should weed out-of-date silent filmstrips from the collection, retaining only relevant titles.

AUDIOVISUAL MATERIALS AND SUPPORTING EQUIPMENT

Films		Level 1 Minimal	Level 2 Desirable	Level 3 Exemplary
Films, 16mm sound		See SYSTEM-LEVEL AUDIOVISUAL MATERIALS AND EQUIPMENT in Chapter VI.		
Projectors, film 16mm sound	(per teaching station)	1 per 10	1 per 5	as per curricular needs
	(per media center)	1	2	3 or more

Filmstrips				
Filmstrips, Sound Includes filmstrips with disc recordings or cassette tape recordings	(per student)	1/2	1	2 or more
Projectors, filmstrip sound	(per teaching station)	1 per 10	1 per 5	1 per 2
	(per media center)	1	2	3 or more
Viewers, filmstrip sound	(per teaching station)	1	2	3
	(per media center)	3	4	5 or more

Separate projectors, viewers, and audio equipment used in combination with audiovisual materials are listed under "Projected Visual Materials and Supporting Equipment" and "Audio Materials and Supporting Equipment."

Slide Sets				
Slide Sets, Sound Includes sets of slides with disc recordings, or cassette tape recordings	(per student)	1/2	1	2 or more
Projectors, sound/slide, carousel-type	(per teaching station)	1 per 10	1 per 5	1 per 2
	(per media center)	1	2	3 or more
Tape player, cassette with pulse reader	(per media center)	1	2 - 5	6 or more

Transparencies

		Level 1 Minimal	Level 2 Desirable	Level 3 Exemplary
Transparencies	(per student)	2	3	6 or more
In addition to prepared transparencies, an appropriate collection of transparency masters should be provided.				
Projectors, overhead	(per teaching station)	1 per 3	1 per 2	1
	(per media center	2	3	4 or more

Screens

Screens, portable	(per media center)	1	2	3 or more
Screens, wall-mounted 60" x 60" minimum	(per teaching station)	1	1	1
	(per media center)	1	1	1 or more
White walls with matte finish may be used for projecting visuals.				

(See GUIDE FOR SELECTION OF PROJECTION LAMPS in the Appendix;

TACTILE MATERIALS

Because of the high motivation they afford and their lack of dependence on the learner's verbal ability, the following materials should be available to meet the school's instructional needs:

Artifacts	Models
Dioramas	Realia
Games	Sculpture and other art objects
Manipulative devices	Specimens

MISCELLANEOUS MATERIALS AND EQUIPMENT

Quantitative levels are not stated for these materials and equipment; nevertheless, they make unique contributions to the instructional program and provide resources for the academic needs and general interests of students. An appropriate number to support the school's instructional program should be available.

Materials

Books with recordings

Kits (includes all packaged collections of three or more different types of media relating to a particular topic, excluding the guide)

Programmed instructional materials

Computer courseware/program

Equipment

Book trucks

Computers (microcomputers and/or terminals)

Earphones, mono and stereo

Equipment stands, portable with telescoping legs and without casters and electrical outlet

Equipment projection carts

Extension cords, regular and heavy-duty

Jack boxes to accommodate multiple earphones

Lectern, portable

Microphones, with appropriate cables and connectors

Projectors, opaque

Public address system, portable

Public address system, stationary

INSTRUCTIONAL TELEVISION AND RADIO

The effective use of instructional television and radio, as with any other medium, depends on its integration into the curriculum. Each school establishes a three-to-five year instructional plan, and that plan determines equipment purchase.

The School Television schedule includes more than 50 series designed to teach specific skills in every curriculum area in grades K-12. These series are selected by the Instructional Television (ITV) Advisory Committee comprised of representatives from each Division in the Instructional Services Area of the Department of Public Instruction. The ITV series are broadcast on the UNC-TV network to schools throughout the state, making instructional television a viable learning mode.

Once the school system decides that television can help achieve instructional goals, planning begins for system-wide television use. (See PLANNING FOR THE USE OF SCHOOL TELEVISION in the Appendix)

The amount a school budgets for its ITV system determines the degree of sophistication to which the system can be developed. (See RECEIVING AND DISTRIBUTING UNC-TV BROADCAST SIGNALS in the Appendix)

INSTRUCTIONAL TELEVISION

For schools able to receive the signal of the UNC-Center for Public Television:

Stage 1

Facility	Equipment
. one antenna (or signal source)* wired to one outlet (wall tap) located in media center	. *25" color receiver* . *videocassette recorder** with RF modulator* . *TV cart*

* In those areas where CATV (Community Antenna TV) is available, the signal to the school might be provided by the cable company. Such an agreement can often be built into the cablecaster's franchise with the community and can service every teaching station in the school through the school's distribution system. (See AN EXCERPT FROM THE CONTRACT BETWEEN THE CITY OF DURHAM and CABLEVISION OF DURHAM in the Appendix)

** In recent years video cassette recorders have made great technological advances. They are available in 3/4" format and in the less expensive 1/2" format. Videocassette recorders have several distinct applications for supporting the learning environment.

. recording programs during broadcast using the built-in timer and tuners

. playing programs through the MATV system

. recording school events, drama presentations, and student productions using battery powered portable equipment

Stage 2

Facility	Equipment
. one antenna (or signal source) wired to headend with distribution to all teaching stations	. *added to Stage 1, 25" color receiver for every four teaching stations*
	. *additional videocassette recorders and players with RF modulators and 25" color receivers on TV carts as required by instructional need*

Stage 3

Facility	Equipment
. added to Stage 2, RF modulators in the headend for playing videocassette through the distribution system to all teaching stations	. *25" color receiver in each teaching station*
	. *videotape recorders/players for taping and distributing programs to teaching stations on all available channels*
	. *small distribution monitors as needed*

For schools unable to receive the signal of the UNC-Center for Public Television:

. Stages 1, 2, and 3 still apply; however, all programming must originate from within the school in video formats.

INSTRUCTIONAL RADIO/AUDIO

The use of radio/audio continues to develop in North Carolina, using public radio main and sub-channel distribution and audio cassette. Equipment for use of broadcast radio is available commercially. Audio materials will be available soon on audio cassette from the Department of Public Instruction.

SCHOOL MEDIA CENTER PRODUCTION EQUIPMENT

Each media center should provide the equipment essential to local production of materials. The amount of support available from the system-level center will influence the capability required at the building level. However, each school media center should possess facilities and provide production supplies and equipment enabling teachers and pupils to produce, at the building level, the materials listed below. The production equipment listed in the second column is necessary for the production of these materials.

Materials to Be Produced	Production Equipment Needed
Recordings, audio, mono and stereo	*Quality microphone(s); tape recorders, cassette and reel-to-reel, mono and stereo; cassette tape eraser; tape splicer*
Film, super 8mm	*Camera, super 8mm; copy stand; film splicer; production lights; super 8mm film projector*
Laminated pictures and/ or mounted pictures	*Dry-mount press; tacking iron; paper cutter, 30" or 36" blades minimum; laminating machine*
Overhead transparencies	*Thermal copier, lettering devices, large-letter typewriter*
2" x 2" slides, photographs	*2" x 2" slide copy stand with camera and/or instamatic camera with prefocused copy stand; 35mm camera, with lenses; light meter*
Sound-slide programs	*Audio and photographic as above; synchronizing unit; carousel-type slide projectors*
Programmed materials	*Typewriter(s), standard; duplicating machine, spirit or mimeograph*
Videotape recordings	*Camera(s), microphones, monitor/ receiver(s), videotape recorders, production lights, blank video cassettes*
Computer courseware	*Computers and ancillary equipment*

BUILDING-LEVEL PROFESSIONAL MATERIALS

In order for the professional staff to keep abreast of trends, developments, techniques, research, and experimentation, both in general and in specialized educational fields, the building-level professional media collection should include current, quality media such as:

- Books
- Government documents
- Publications from professional organizations
- Selection tools
- Resource units
- Microfiche
  Schools should contact the Education Information Center in the State Department of Public Instruction for copies of ERIC documents on microfiche
- Journals
- Pamphlets
- Television and radio program guides and manuals
- Information on in-service education programs
- Curriculum materials, including courses of study, curriculum guides, and teacher's manuals

The professional collection should be easily accessible. It is amplified and reinforced by the system-level professional collection, which includes in-service materials. (See SYSTEM-LEVEL MEDIA PROGRAMS which appears later in this document)

Facilities

"Facilities for media programs should support and enhance program activities, contributing to their efficiency of operation. The collection gains power with good facilities, equipment gets more use, production increases, and learners return readily to the media center. All users prefer surroundings that enable them to complete tasks in a satisfactory way, whether they are staff members, teachers, or students." (1:87-104)

PLANNING

The goal of the planning process is to ensure that the media facility will meet the needs of the instructional program and allow flexibility to meet future changes in the curriculum.

THE PLANNING COMMITTEE

It is important that the administrator responsible for coordinating the planning of media facilities employ all available sources of advice and assistance, whether the planning relates to a new structure or to one being renovated or expanded. The administrator should involve the system-level media director, the local school media coordinator, teachers, community representatives, and students in the planning. The administrator may involve experienced media directors from other administrative units which have exemplary programs. In all cases, the *early* stages of planning should involve the Division of Educational Media and the Division of School Planning in the State Department of Public Instruction to ensure that educational planning is done prior to the renovation of a facility, whether or not an architect is to be employed.

EDUCATIONAL SPECIFICATIONS

Educational specifications are developed by the Planning Committee to communicate the instructional program and the varied needs of students, teachers, and media personnel to the architect, who will design the facility from these specifications. Educational specifications include:

1. An examination of educational trends likely to have an effect on the media facility, e.g., the use of computers or increased use of School Television programming

2. A statement of the objectives of the educational media program, and the activity areas necessary to support the instructional program, e.g., Competency Goal #4 - Production needs an area for the production of AV materials, or Competency Goal #5 - Appreciation calls for an area for viewing nonprint materials

3. An explanation of specific activities users will be engaged in while in the media center and how many users will be engaged in a single activity in a specific area at one time, e.g., storytelling in the elementary schools or reference activities in junior high

4. A statement of the need for storage areas to support the media program, including materials and equipment housed in the media center

5. An explanation of the importance of furniture, equipment, and its arrangement as it relates to the instructional program

6. An explanation of any special consideration that affects the facility, such as power requirements for production equipment, computer installation, and Master Antenna Television systems

THE ARCHITECT'S RESPONSIBILITIES

The architect should work with the Planning Committee to understand the Educational Specifications. The architect is responsible for incorporating those specifications into the facility. The Committee should define areas and relationships but not dictate the actual design. The architect must be held responsible for designing a facility that will meet the needs of the instructional program. The Planning Committee must be the final judge of the architect's success or failure, and work with the architect toward solving design problems.

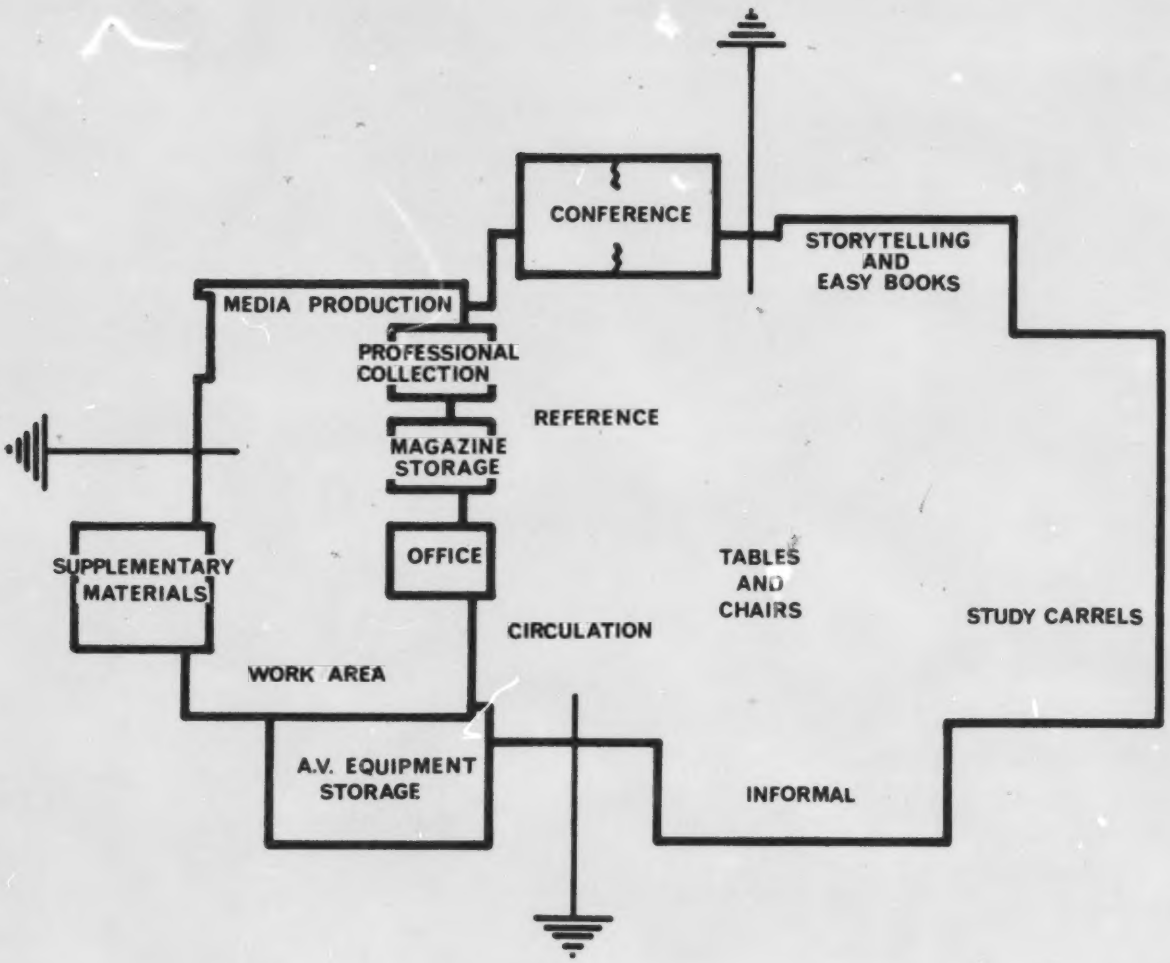
SPATIAL FUNCTIONS AND RELATIONSHIPS

The media center includes a variety of spaces, each devoted to a specific type of activity. The design of rooms and areas within the media center should accommodate one or more activities, depending upon the nature of such activities. Throughout the media facility, desirable spatial interrelationships are essential to the convenience of users and staff.

The media center's size and the organization of its space must accommodate resources, services, and activities necessary to the instructional program. The center's main use area should include space for a minimum of 45 students, or 15% of the student enrollment--whichever is larger--at 40 square feet per student. This minimal space requirement will accommodate reading, browsing, storytelling (in elementary schools), reference, and individual viewing and listening, as well as the housing of materials to support these activities.

Additional space is necessary for support areas, including small-group conference and activity areas, professional collection and faculty work area, storage of audiovisual equipment, storage of back issues of periodicals, supplementary book storage, graphic and photographic production of materials, workroom, and office.

THE SCHOOL MEDIA CENTER



A Relationships Diagram

MAIN USE AREA

Reading-Listening-Viewing Area (RLV) (40 sq. ft. per user x 15% of enrollment)

. Accommodates shelving for all types of materials including print, nonprint, current periodicals, and card catalog

. Contains a browsing area and space for individual students to interact directly with all types of materials

. Provides listening and viewing stations for using nonprint materials

. Furnishes storytelling area in elementary and primary schools

Reference (included in RLV)

. Requires frequent professional assistance, must be easily accessible from the office and circulation area

Circulation (included in RLV)

. Locates circulation control point for all media, near the media center's main entrance/exit

. Must be easily accessible from the office/workroom

SUPPORT AREAS

Office (200-300 sq. ft.)

. Contains desks, shelving for professional tools, coat closet, and other appropriate storage

. Has glass enclosure to allow visual control of RLV area through glass installed 42" from the floor

. Provides easy access to circulation and reference areas

Production/Workroom (400-600 sq. ft.)

. Accommodates technical processing performed at the building level

. Accommodates the production of instructional materials, involving graphic, photographic, and television production

. Provides water resistant counters, sink, work tables, oversized cabinets, files for production supplies and equipment

. Has electrical outlets for all work stations with an adequate power supply for the use of production equipment

. Allows for possible darkroom and other special needs

. Is accessible from office and RLV areas with visual supervision from one or both of these areas

Periodical Storage (150-250 sq. ft.)

. Permits easy storage and retrieval of back issues

. Is located near the circulation point

. Provides appropriate microform storage as needed

Audiovisual Equipment Storage (150-250 sq. ft.)

. Provides adequate storage of audiovisual equipment and a work area for preventive maintenance and minor repairs

. Has direct access to outside corridor so AV equipment does not have to be moved through RLV area

Conference/Small Group Activity Area (150 sq. ft. each)

. Includes rooms or semi-private areas, 10' x 15' or larger, used by small groups for conference, and listening/viewing activities

. Uses movable partitions to provide flexibility between multiple conference rooms

. Has light control, electrical outlets, appropriate furnishings, and acoustic treatment for listening/viewing activities

. Affords visual supervision from RLV area

Professional Collection and Workroom (300-500 sq. ft.)

. Provides faculty materials and study area

. Allows access from RLV and/or production/workroom

Supplementary Book Storage (150-250 sq. ft.)

. Allows access to the media center but is separated from the media collection

DESIGN CONSIDERATIONS

The philosophy of the school, as well as the instructional program, services rendered after hours, and degree of security needed influence the design of

the school media center. The media center's structure must allow for changes both in enrollment and in instructional objectives.

LOCATION

The school's media center should be convenient to all learning areas of the school, but not a major thoroughfare for student traffic. Convenience to an outside entrance with access to restrooms allows the center to operate after hours and facilitates the delivery of materials and equipment. The media center's location should not preclude future expansion of the facility.

ENVIRONMENT

The media center should have aesthetic appeal and an atmosphere conducive to learning. Students should feel encouraged to explore, inquire, research, or browse.

Lighting

- Light control should be convenient, centralized, and capable of darkening specific areas.
- Windows should neither admit distracting light nor hinder space utilization. Light control should include dimmers, down lights, and draperies or darkening shades.

Noise Control

- Carpeted floors offer the best method of controlling sound. Acoustically treated ceilings and walls also facilitate sound control. Adequate space between various areas further eliminates noise.

TECHNICAL REQUIREMENTS

Because good facilities are motivational and the lack of them actually depresses the fulfillment of program goals, they warrant special consideration before new schools are planned and existing schools are remodeled. (1:92) Facility plans for school media programs should take into consideration the following desirable technical support:

Electrical Service and Electronics

1. The electrical service for the media center should be flexible and accessible to all areas. The number and location of duplex outlets should correlate with program activities and their locations. Outlets concealed behind shelving or other furniture are unsafe
2. Television distribution system outlets should be no higher than 48 inches above the floor

3. The media center's communications system should include an independently controlled intercom speaker and telephone lines for outside communication and innovations in computer use

4. Sufficient space should be allotted for the MATV system in the school, housing the headend, monitors, and videocassette recorders/players for recording School Television programs off-air and distributing them to all learning stations throughout the school (See RECEIVING AND DISTRIBUTING UNC-TV BROADCAST SIGNALS in the Appendix)

Security

1. Conference rooms, production areas, reading-listening-viewing areas, and stack areas should permit easy visual control by staff

2. Student access to materials and equipment should be as open as possible

3. Safeguarding the collection may be strengthened by:

   . Ensuring visual control
   . Locating high-demand materials in controlled access areas
   . Locating check-out station near exit and away from stack areas
   . Providing outside "drop" for the return of materials improperly acquired
   . Installing electronic security systems

Access for Handicapped

Handicapped persons must be able to use the media center and instructional materials. Keeping the facility free of barriers such as stairs and providing appropriate furniture will protect their right to use the facility.

Access space between furniture should be as follows:

   . At least 42 inches between rows of shelves, 60 inches (preferrable)
   . At least 60 inches between rows of shelves and furniture involving seating or traffic
   . At least 60 inches between two parallel tables with back-to-back seating
   . At least 42 inches between tables and wall or between a row of shelves and other furniture not involving seating or traffic

Other Teaching/Learning Areas

All teaching/learning areas should plan for the use of media and include:

   . Provisions for natural and artificial light control
   . Adequate electrical power with a sufficient number of outlets conveniently located
   . Projection screen of appropriate size, permanently installed to provide an undistorted image

- Acoustically treated walls, floors, and ceilings to ensure that sounds from one learning activity do not interfere with learning activities in other areas
- Safe storage for audiovisual equipment and materials, as well as the capability to receive television signals from master antenna (MATV) system

FURNISHINGS

Furnishings for the media center should be selected with specific activities in mind and arranged conveniently so that the various types of media can be used most effectively. Changing emphases in the program may necessitate a different facility arrangement; therefore, the design of space and the selection of furniture should permit flexibility. Furniture layout is a basic tool/consideration in all design decisions.

When selecting furniture for student use, schools must allow for children's physical differences and special needs. The Educational Media Committee responsible for media specifications should be involved in the selection and placement of all furnishings.

Shelving

All shelving should be sturdy and adjustable. Shelves may be wood or steel, double-faced or single-faced. Whether double- or single-faced, shelving should have backs or partial backs. Types and quantities of shelving depend on the current size and anticipated growth of the collection, the types of media in the collection, and the manner in which the media are to be shelved--intershelved or by types of media.

Type	Capacity (per 3 ft. shelf)	Depth
Standard Books	30	8" - 10"
Reference Books	18	10" - 12"
Picture Books*	50-60	12"
Periodicals	3-4	16" (slanting)
Phonograph Records**	60-70	12"
Sound Filmstrips (boxed sets)	15-18	12" - 16"

* dividers 5" high, spaced 7" - 8" apart on each shelf

** dividers 6" high, spaced 3" apart on each shelf

Shelving Heights (Maximum Heights)

	Elementary	Middle	High
Perimeter Shelving	5' - 5'6"	5'6"	5'6" - 7'
Freestanding Shelving	48"	48"	48"

Tables, Chairs, and Carrels

Although round tables are aesthetically pleasing, they provide less usable working surface. The new trapezoidal tables lend themselves to flexible grouping. Standard 3' x 5' rectangular tables provide sufficient working surface for only four students. In a carpeted facility, chairs with sled type legs are easier to use. Chairs with curved backs and saddle seats are most comfortable.

The visual barrier on a carrel should be above the eye level of a seated, average-sized student. Carrels used with audio equipment, rear projection devices, etc., require special electrical provisions. All carrels should contain a shelf for books and other reference materials and provide adequate lighting on work surfaces.

Tables* and Carrels* Working Surface

Grade Level	Maximum Height in Inches
Elementary	25 - 28
Middle	26 - 30
High	29 - 30

Chairs and Other Seating

Grade Level	Maximum Height in Inches
Elementary	14 - 17
Middle	16 - 18
High	18

* Wheelchairs require a minimum height of 28 inches between floor and the bottom of a table or carrel.

Specialized Furniture and Equipment

Some types of specialized furniture and storage units requiring special consideration follow:

Card catalog. Should be below the eye level of the average user; should be purchased in add-on units from a reliable library furniture company

Elem. 36" to 40" Middle 36" to 48" High 40" to 54"

Atlas stand. Should be 30" wide x 27" deep x 44" high with slanted tops for secondary schools; to be useful, must be lower than 44" for elementary students

Charging desk. Sometimes referred to as a circulation desk; composed of interchangeable units; should be only as large as necessary to accommodate charging activities; should be no more than 27" to 29" high for a standard desk; a 3' x 6' desk usually adequate for a small media center; should be equipped with charging trays for filing circulation cards and drawer space for storing circulation supplies

Dictionary stand. Should be 22" wide x 16" deep x 44" high; revolving table-top stand usually adequate for elementary schools

Filing cabinet. Should be legal size with pendaflex frames and hanging folders; used for convenient, accessible storage of pamphlets, clippings, small pictures, folded maps, other ephemeral materials, and transparencies

Storage cabinet. Has large storage cabinets with flat, narrow drawers for storing large art prints, study prints, flat maps, and oversized art and production supplies

Storage for Nonprint Materials

Because specifications for furniture to display nonprint materials are not so standardized as those for traditional library furniture, none are included. However, a variety of specialized shelving, cabinets, and storage containers are commercially available for most types of media. Some storage suggestions follow:

Filmstrips. Open-track rather than pigeonhole storage; filing boxes for integrated shelving (See FILMSTRIP SHELVING in Appendix)

Filmstrips (sound). Upright boxes on regular 12" - or 16" - shelving

Slides. Add-on storage cabinets, notebooks, or trays

Disc recordings. Bins or picture book shelving

Tape recordings. Cartons on shelves; cassettes in notebooks or special cabinets available commercially

Microfilm, 8mm loop, and videotape. Cartons on open shelves; add-on storage cabinets available commercially

Production Equipment and Furniture

Any instructional program requires a great number of locally produced or teacher-made materials that must be, for the most part, tailored to fit specific situations. For these special purposes, every school needs at least the basic equipment necessary for media professionals or teachers to prepare their own materials. (See RESOURCES for list of Production Equipment)

System-Level Program

Local school systems have the dual responsibility of providing media service at both the building and the system levels. Influencing how a system-level program is organized are the size of the system, types and variety of the instructional programs, the staff and financial commitment and other similar considerations. The system-level support services offered to the building level personnel dramatically increase the possibility for a strong media program at the building level. However, the overall planning, development and evaluation of the school media program is directed from the system-level according to the needs of the respective schools. Major areas of system-level responsibility are discussed below.

MEDIA PERSONNEL

In 1981, North Carolina will begin a certification category for media supervision (078). The description of the category follows:

The Media Supervisor certification is appropriate for those persons who are responsible for directing the complete range of media services at the district level, including the supervision of all professional and support staff. Candidates for this certification must possess or be eligible to hold the Media Coordinator (076) certificate; must have at least three years of successful experience as a media coordinator; and possess a master's degree from an approved media program plus twelve (12) graduate semester credits in administration, curriculum development, supervision courses from approved educational program. (See PERSONNEL SECTION)

Where funds permit, it is assumed that system-level duties and responsibilities discussed in this chapter are carried out by a system-level media supervisor. An evaluation instrument tailored to the role of media personnel at both the system and school levels is advisable as is a job description which relates to the performance requirements. Whenever possible, the system-level media supervisor should be consulted before a media position is filled at the building or system levels. The principal is responsible for periodic evaluation of school media personnel; however, the system-level media supervisor should be available to assist in a consulting capacity.

Other media personnel employed at the system-level are covered in the second part of this section as the respective system-level services are discussed.

GENERAL POLICIES AND PROCEDURES

Providing leadership in developing and implementing policies and procedures assures the smooth running of the media program. Examples of policies and procedures which must be agreed upon, published, and publicized follow:

1. Evaluation and selection criteria for the purchase of equipment and materials

2. System-wide selection policy including provision for challenged materials

3. Guidelines for the establishment of Media Advisory Committees

4. Purchase and accounting procedures in conjunction with the local finance officer

5. Acquisition and standard processing procedures

6. Systematic plan for implementing media skills program as an integral part of the curriculum (K-12)

7. Guidelines for expending budgets

STAFF DEVELOPMENT

As manager of the staff development program for school media personnel, it is important to involve building level personnel in planning sessions. Likewise, to encourage the team approach necessary for a dynamic media program which pervades the curriculum, it is important to include principals and faculty in media in-service.

Consideration must also be given to the training of volunteers, aides, and student assistants. (See PERSONNEL SECTION)

RESOURCES

Materials and Equipment

Guidance in the selection of equipment and materials for the school level program demands the availability of a central collection of selection aids often too expensive for the individual school. Selection aids provided periodically to each North Carolina school and to each system level include a series of ADVISORY LISTS OF INSTRUCTIONAL MATERIALS in a variety of subject areas; these lists of recommended materials (all formats) are better used when stored in notebooks according to subject area--e.g., Science, Social Studies, etc. Only those materials recommended by the reviewers, State Department of Public Instruction consultants and North Carolina teachers, are included on the lists. All recommended materials are on display at the MATERIALS REVIEW AND EVALUATION CENTER in Raleigh for two years following the publication of the lists. Special bibliographies and collections are also available --e.g., EDUCATIONAL MATERIALS FOR REMEDIAL INSTRUCTION, INSTRUCTIONAL MATERIALS FOR MIDDLE GRADES.

The Advisory Equipment Committee meets annually to advise the Department of Purchasing and Contract regarding the equipment needs of educators in North Carolina. See RESOURCES for a list of North Carolina contracts which are pertinent to the selection of instructional equipment.

*Systematic Planning for the Use of Instructional Technology

Providing leadership necessary to impact the curriculum via instructional television is crucial. This responsibility includes a variety of duties from equipment purchase and installation (See RESOURCES SECTION) to coordinating the ordering of School Television catalogs and teacher's guides for the available series. Coordinating the systematic use of series over the K-12 span relative to the instructional program, is vital to the effective use.

Staff development in the use of videotaping equipment to record programming off-air, in methods of scheduling the use of television, in the effective use of instructional television, and in the use of critical viewing skills are other aspects with which the system-level staff may involve the building-level personnel.

Other instructional media of the future may also require this type of systematic planning. For instance, since the issue of variable formats usually accompanies technological innovation, the system-level media coordinator is responsible for providing direction in the establishment of a system-wide standard. In the case of micro-computers, courseware for one brand might not be compatible with another. Incompatible hardware and software selections reduce the possibility of sharing and exchange which is becoming increasingly important. (See APPENDIX for specific guidelines)

* NOTE: In some systems, this responsibility has been assigned to an Instructional Television coordinator who is other than the system-level media coordinator or contact. This is generally the case when a full-time system-level media coordinator is not employed and a general supervisor is assigned a variety of curriculum areas.

Resource Sharing

The ever increasing cost of equipment and materials coupled with the prospect of less funding, requires the system-level media personnel to explore prospects for facilitating the sharing of equipment and materials.

In addition to financial considerations, the National Task Force on the Role of School Library Media Program in the National Program puts forth the following rationale for resource sharing.."the information needs of students, teachers, and others involved in elementary and secondary education frequently go beyond the resources that even the very best school library media programs are able to make available. Schools need to provide quick and efficient access for their users to the materials and services of other libraries. On the other hand, school library media programs are collectively rich in specialized resources that have value not only for school related users but for the many individuals who use or might use public, academic, and special libraries.

Full participation by schools in library networks would provide ready access to a wider range of resources and would enable other libraries

to take advantage of the school's specialized materials and services to the benefit of millions of others."

Many informal sharing ventures are at work; however, without benefit of a system-level policy, these arrangements are dependent all too often on the temperament of individuals.

Reciprocal agreements for sharing equipment, materials, information, and/or human resources must be based on a commitment at the system level, as well as an attitude on the part of those involved that such an agreement is mutually beneficial. All sharing ventures require planning which includes gathering baseline information on equipment and materials available, as well as exploring channels of access and delivery.

FACILITIES PLANNING

(See FACILITIES section of this document)

Working with the system-level personnel responsible for buildings, the architect, and building-level personnel (to include the principal and school media coordinator), the system-level media supervisor coordinates the preparation of educational specifications and preliminary plans. Selection of furnishings may be based on what is available in other schools and may require shifting to ensure that all schools have appropriate sized tables, chairs, and shelving to accommodate the range of students in each.

BUDGETING

System-Level Budgets

The system-level budget must be sufficient to include system-level media services as itemized in this section. In addition, some system-level media supervisors direct the use of specific funds (set aside from school allocations) for centralized purchasing--e.g., periodicals and specialized library supplies, maintenance of film collection, and equipment repair and service.

Building-Level Budgets

In North Carolina, most state allocations to the school systems are based on ADM (Average Daily Membership); however, funds do not necessarily "follow the child". A superintendent has leeway to allocate to schools as he/she sees fit or according to the guidelines set down by the respective Boards of Education. If all funds are directly allocated to the school, principals are responsible for seeing that appropriate funding is available for the building-level media program. The school media coordinator must, of course, make known the needs of the program and work with the Media Advisory Committee to establish a list of priorities.

In this instance, the system-level coordinator, in an advisory capacity, may offer guidelines for expending building-level instructional materials monies. (See the BUDGET SECTION for suggested guidelines). At the very least, school level media personnel require information regarding total funds available: federal, state, and local.

Federal Funding

Every three years, the system-level media coordinator is responsible for interpreting the input from building-level personnel and private schools to complete the application for ESEA Title IV-B for Libraries and Learning Resources Funds.

In addition, most other federally funded programs include an instructional materials component for which the system-level media person acts as consultant. Establishing a working relationship with the federal program director will prove invaluable as a source for exploring funding to strengthen the total media program. Some Federal programs currently in operation in North Carolina include:

Title IV-C - Improvement in Local Educational Practice

Indian Education

Exceptional Children

Handicapped

For more information and assistance, contact the Coordinator of Regional Services and Dissemination at your regional center.

SYSTEM-LEVEL MEDIA SERVICES

System-level program elements should be designed and evaluated individually on the basis of user needs, interests, and economy. In systems where size or financial resources are insufficient for developing an adequate media program at the system-level, the administration should consider meeting the needs and requirements through such alternatives as contractual arrangements, multisystem cooperative ventures, consolidation, or participation in a consortium or network at the regional level. Possibilities for mutually advantageous contractual arrangements between school systems should be explored. For example, a group of school districts might set up a cooperative media processing center to handle purchasing, cataloging, and processing materials for all of their schools. One or more systems may develop extensive 16mm film collections available to all schools within a multisystem area. The use of any of these alternative patterns modifies staffing needs at the system level.

AUDIOVISUAL EQUIPMENT REPAIR SERVICE

Rationale:

- Inspection and repair of equipment sent from the individual schools to one central location will reduce equipment "down time" and the number of technicians needed; thus the unit cost of equipment repair will be greatly reduced.
- Costly duplication of expensive pieces of rarely used equipment can be avoided if these pieces are available for loan through the system-level equipment pool.

Staffing Implications

Equipment Technicians

Support personnel will be needed for the pickup and delivery of equipment, inspection, repair, preventive maintenance, ordering spare parts, and maintaining an inventory. These tasks could be worked into an overall staffing design consolidating several similar responsibilities.

CENTRALIZED PROCESSING

Rationale

- Employing the skills of a cataloger and clerical staff to process all instructional materials purchased by the school system is economical and efficient; it releases the local building-level professionals to work with teachers and students.
- Centralized processing provides uniformity and continuity in classification and subject headings.
- The need for costly duplication of bibliographic tools is eliminated, thus reducing unit cost of cataloging.
- The near future holds the possibility for large school systems or a group of smaller systems to offer central cataloging based on automated bibliographic services--e.g., Southeastern Library Network (SOLINET).

Staffing Implications

Catalogers *Technical Assistants*

Considerations affecting the size and quality of the staff are the number of new titles cataloged, the number and formats of materials cataloged and processed, the processing equipment employed, and the depth of cataloging and processing provided.

PRODUCTION FACILITIES, SERVICES, AND EQUIPMENT

Rationale

- Locally-produced media such as slide/tape programs, television and radio productions, videotape and audiotape productions and/or duplications, and graphics are necessary to support the system-level program in such areas as public relations, staff development, etc.
- System-level production facilities enhance the instructional program by providing production equipment, materials, and expertise for teachers and staff who lack access to production facilities in their respective schools.

Staffing Implications

Graphic artists
Photographers
Technicians
Aides

The number of teachers and other school personnel served, as well as the scope of production services, influence the staff needed. Examples of services which may be made available include the following:

Production Services	Production Equipment
GRAPHICS: visuals for use in curriculum and staff-development programs; presentations made for administrative and supervisory personnel; and visuals for public information programs	*Thermal copier, diazo printer, primary typewriter, headliner, lettering devices, dry-mount press, paper cutter, tacking iron, etc.*
PRINTING: materials such as courses of study, resource units, catalogs of system-level media collections available to schools, study guides accompanying locally produced television and radio programming, sound/slide presentations, and other instructional materials	*Offset press, mimeograph machine, spirit duplicating machine, photocopying machine, etc.*
PHOTOGRAPHY: still photography, black-and-white prints, 2" x 2" slides, super 8mm films, and 16mm films	*Motion picture camera, still cameras, editing equipment, darkroom equipment, light meter, visual maker, slide-dissolve unit, etc.*

TELEVISION AND RADIO: production of instructional television and radio programs, recording of off-air educational telecasts needed for reuse in instruction, (if permitted by copyright laws), and distribution of system-level videotape collection	* *Small television and radio studio with accompanying video cameras, recorders, film chain, audio mixer, monitors, editing equipment, audio tape and phono equipment, video switcher, etc.*
AUDIO TAPE PRODUCTION: original audio tape production, off-air recording (in keeping with copyright regulations), and high-speed tape duplication	*Cassette and reel-to-reel tape recorders, bulk magnetic eraser, quality microphones, high-speed tape duplication equipment with both cassette and reel-to-reel capabilities, sound-synchronizing unit, etc.*
KITS, MODELS, AND DISPLAYS: design and production of kits, models, learning activity packages (LAP's), and displays tailored to local instructional needs	*Heavy-duty paper cutter, Laminator, dry-mount press, photocopy and duplicating equipment, etc.*

* In addition, the central office complex requires the superior reception afforded by a master antennae system or cable connection. Multiple reception points provide for the flexible use of series broadcast for staff development activities.

COURIER SERVICE

Rationale:

. System-level services as discussed in this section are dependent on an almost daily pick-up and delivery system.

Staffing Implications:

This task could be worked into an overall staffing design consolidating or alternating among personnel several similar responsibilities.

CENTRAL MEDIA COLLECTIONS/PROFESSIONAL REFERENCE COLLECTIONS

Rationale:

- A system-level media collection provides schools with access to more expensive media formats and equipment not within the reach of the school budget: 16mm film, large models, realia, a complete ITV series on videotape.
- A professional reference collection is provided to encourage independent research and to support certification renewal courses.

Staffing Implications:

Professional reference librarian	Media aide
Booking clerks	Distribution clerks
Film inspectors	(See Courier Service)

The number of users, the scope and depth of collection and services provided (such as handling telephone requests and performing research services), and the provisions for extended hours of service determine the number and types of personnel needed.

Quantitative Guidelines for a Central Media Collection

	Level 1 Minimal	Level 2 Desirable	Level 3 Exemplary
Audio Recordings those accompanied by permission to duplicate and distribute to schools	Provide in quantity to meet curricular needs.		
Films, 16mm	500 minimum	750	1000 or more
Projectors, 16mm	8	10	12
Film maintenance equipment	Sufficient to service film collection		
Kits commercial kits as well as those prepared at the system-level center	Provide in quantity to meet curricular needs.		
Videotape recordings, (for classroom use)	100	200	400
prerecorded (for in-service use) Includes videotape recordings, 1/2" reel-to-reel; video catridges; and video cassettes	16	20-24	30-32
Video Recorders	8	10	12

Professional Reference Collection

The number of professional reference materials needed for the system-level program will depend upon the size and scope of professional reference collections at the building level.

Materials

Books

Curriculum guides, courses of study, and teacher's manuals

EDUCATION INDEX

Films, 16mm

Journals, current and back issues

Government documents

Microforms

Pamphlets

Publications from professional organizations

Recordings, audio and video

Reference materials, including such items as encyclopedias of education and a dictionary of educational terms

Resource units

Selected Bibliography

North Carolina Department of Public Instruction Publications

ADVISORY LISTS OF INSTRUCTIONAL MEDIA. Raleigh, N. C.

COMPETENCY GOALS AND PERFORMANCE INDICATORS, K-12. Raleigh, N. C., 1979.

COURSE OF STUDY FOR ELEMENTARY AND SECONDARY SCHOOLS, K-12, Raleigh, N. C., 1977.

EDUCATIONAL MATERIALS FOR REMEDIAL INSTRUCTION. Raleigh, N. C., 1978.

SUPPLEMENT. Raleigh, N. C., 1979.

HI-INTEREST/LOW VOCABULARY BOOKS FOR LEISURE READING, SENIOR HIGH. Raleigh, N. C., 1974.

HI-INTEREST/LOW VOCABULARY BOOKS FOR LEISURE READING, JUNIOR HIGH AND ELEMENTARY. Raleigh, N. C., 1974.

SCHOOL TELEVISION TODAY: CATALOG OF INSTRUCTIONAL TV. Raleigh, N. C.

Professional Books

American Library Association/Association for Educational and Communication Technology. MEDIA PROGRAMS: DISTRICT AND SCHOOL. ALA/AECT, 1975.

Brown, James W., and Kenneth Norberg. ADMINISTERING EDUCATIONAL MEDIA. New York: McGraw-Hill, 1972.

Davies, Ruth Ann. THE SCHOOL LIBRARY MEDIA PROGRAM: INSTRUCTIONAL FORCE FOR EXCELLENCE, 3rd ed. New York: Bowker, 1979.

Dunn, Rita and Kenneth Dunn. TEACHING STUDENTS THROUGH THEIR INDIVIDUAL LEARNING STYLES: A PRACTICAL APPROACH. Reston, Virginia: Reston, 1978.

Hickey, Doralyn J. PROBLEMS IN ORGANIZING LIBRARY COLLECTIONS. New York: Bowker, 1972.

Martin, Betty and Ben Carson. THE PRINCIPAL'S HANDBOOK ON THE SCHOOL LIBRARY MEDIA CENTER. Hamden, Connecticut: Shoestring Press, Inc., 1978.

Nickel, Mildred L. STEPS TO SERVICE: A HANDBOOK OF PROCEDURES FOR THE SCHOOL LIBRARY MEDIA CENTER. Chicago: American Library Association, 1977.

Nordling, JoAnne. DEAR FACULTY: A DISCOVERY METHOD GUIDEBOOK TO THE HIGH SCHOOL LIBRARY. Westwood, Massachusetts: Faxon, 1976.

Walker, Thomas H., and Paula Montgomery. TEACHING MEDIA SKILLS. Littleton, Colorado: Libraries Unlimited, Inc., 1977.

Wileman, Ralph E. EXERCISES IN VISUAL THINKING. New York: Hastings House, 1980.

Professional Periodicals

AMERICAN LIBRARIES, American Library Association, 50 East Huron Street, Chicago, Illinois 60611. Monthly, except bimonthly July-August.

INSTRUCTIONAL INNOVATOR, Association for Educational Communications and Technology, 1201 Sixteenth Street, Northwest, Washington, D.C. 20036. Monthly, September through May.

SCHOOL MEDIA QUARTERLY: JOURNAL OF THE AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS, American Library Association, 50 East Horon Street, Chicago, Illinois 60611. Quarterly.

WILSON LIBRARY BULLETIN, H. W. Wilson Company, 950 University Avenue, Bronx, New York 10452. Monthly except July and August.

Appendix

Annual Instructional Media Report with Explanatory Notes

Community Resource File

Eliminate the Non-Essential: Accessioning

End of Year Reporting Form

An Excerpt from the Contract Between the City of Durham and Cablevision of Durham

Filmstrip Shelving

Guide for Selection of Projection Lamps

Guidelines on Copyright and Recording Off-Air

A Look at the Roles of the Principal, Media Coordinator and Teacher

Maintaining a Quality Media Collection through Systematic Weeding

Media Program Assessment Instrument

Planning for Use of STV

Receiving and Distributing UNC-TV Broadcast Signals

The Role of the Media Advisory Committee

Sample Budget Worksheet

Sample Media Selection Policy

Sample Planning Using the Correlation Process - Primary

Sample Planning Using the Correlation Process - Secondary

School Media Inventory

Some Aspects of a Media Coordinator's Duties

Supplementary Books Organization

TIMELINE

PRINCIPAL/LIBRARIAN: (USE TYPEWRITER) RETAIN BLUE COPY FOR YOUR FILES. FORWARD YELLOW AND WHITE (ORIGINAL) COPIES TO YOUR SUPERINTENDENT BY JUNE 15, 1981.

SUPERINTENDENT: PLEASE MAIL WHITE COPIES TO DIVISION OF EDUCATIONAL MEDIA, ROOM 250, EDUCATION BUILDING, RALEIGH, NC 27611 BY JUNE 22, 1981.

Administrative Unit No.	School Code No.

☐ School/Name _____
Enrollment _____

☐ System-Level Media Collection

ANNUAL INSTRUCTIONAL MEDIA REPORT

Directions: This report should include all BUILDING-LEVEL media owned by the school regardless of location. One report should be completed for each SCHOOL (or for each MEDIA CENTER if there are more than one) and one for each SYSTEM-LEVEL media collection. Column (1) of this report lists the items to be reported. Items footnoted are explained in the notes attached to this report. Column (4) must be completed for each item on hand June 15, 1981 (do not include items on order). If you have any questions in completing this report, please contact Elsie Brumback, Director, Division of Educational Media, Department of Public Instruction. Telephone: (919) 733-3193.

(1) MEDIA	(2) No. Added During 1980-81	(3) No. Withdrawn During 1980-81	(4) Total No. On Hand 6/81
SCHOOL-OWNED MATERIALS AT END OF SCHOOL YEAR	xxxxxxxx	xxxxxxxx	xxxxxxxx
A. PRINTED AND PICTORIAL MATERIALS	xxxxxxxx	xxxxxxxx	xxxxxxxx
1. book, general[1]			
2. book, professional			
3. book, with recording[2]			
4. book, supplementary text[3]			
5. map			
6. study print[4]			
7. art print			
8. periodical, general			
9. periodical, professional			
B. PROJECTED AND MAGNIFIED MATERIALS	xxxxxxxx	xxxxxxxx	xxxxxxxx
10. microfiche[5]			
11. microfilm[5]			
12. filmstrip, silent			
13. filmstrip, sound[6]			
14. slide set, silent[7]			
15. slide set, sound[8]			
16. overhead transparency[9]			
17. motion picture, 16mm[10]			

School Name _____

Administrative Unit No.	School Code No.

(1) MEDIA	(2) No. Added During 1980-81	(3) No. Withdrawn During 1980-81	(4) Total No. On Hand 6/81
18. motion picture, super 8mm			
C. AUDIO AND VIDEO RECORDINGS	xxxxxxxx	xxxxxxxx	xxxxxxxx
19. audiocard[11]			
20. audiodisc (phono-recording)[12]			
21. audiotape, reel[12]			
22. audiotape, cassette[12]			
23. videotape, reel (all formats)			
24. videotape, cassette (all formats)			
25. microcomputer courseware (all formats)			
D. KITS	xxxxxxxx	xxxxxxxx	xxxxxxxx
26. multimedia kit[13]			
E. THREE-DIMENSIONAL MATERIALS	xxxxxxxx	xxxxxxxx	xxxxxxxx
27. game			
28. globe			
29. model[14]			
30. realia[15]			
31. educational toy			
II. SCHOOL-OWNED EQUIPMENT	xxxxxxxx	xxxxxxxx	xxxxxxxx
A. AUDIO DEVICES	xxxxxxxx	xxxxxxxx	xxxxxxxx
32. audiotape recorder, reel			
33. audiotape recorder, cassette			
34. audiotape player, cassette			
35. audiopage/audiopage recorder			
36. audiodisc player (record player)			
37. audiotape duplicator			
38. radio, AM and/or FM			
39. listening center/jackbox			
40. public address systems (portable)			
B. VIDEO DEVICES	xxxxxxxx	xxxxxxxx	xxxxxxxx
41. videotape recorder, reel			
42. videotape recorder, 1/2" VHS			
43. videotape recorder, 1/2" Betamax			
44. videotape recorder, 3/4" U-Matic			

School Name _____

Administrative Unit No.	School Code No.

(1) MEDIA	(2) No. Added During 1980-81	(3) No. Withdrawn During 1980-81	(4) Total No. On Hand 6/81
45. videoplayer, 1/2" VHS			
46. videoplayer, 1/2" Betamax			
47. videoplayer, 3/4" U-Matic			
C. COMPUTER DEVICES	xxxxxxxx	xxxxxxxx	xxxxxxxx
48. computer terminal (time sharing)			
49.[16] computer source / location of computer source			
50. microcomputer brand/model			
51. location in school: _____			
D. GRAPHICS AND PRODUCTION DEVICES	xxxxxxxx	xxxxxxxx	xxxxxxxx
52. diazo printer			
53. duplicator, spirit and/or mimeograph[17]			
54. copier, thermal[17]			
55. dry mount press			
56. laminator			
E. PHOTOGRAPHIC DEVICES	xxxxxxxx	xxxxxxxx	xxxxxxxx
57. camera, motion			
58. camera, still			
59. copystand			
60. darkroom, equipped			
F. PROJECTED AND MAGNIFIED DISPLAY DEVICES	xxxxxxxx	xxxxxxxx	xxxxxxxx
61. filmstrip projector, silent			
62. filmstrip projector, sound[18]			
63. filmstrip viewer, silent			
64. filmstrip viewer, sound			
65. slide projector[19]			
66. audioslide projector[20]			
67. slide viewer, sound			
68. overhead projector			
69. opaque projector			
70. microform reader (fiche and/or film)			
71. microform reader/printer			

School Name _____

Administrative Unit No.	School Code No.

(1) MEDIA	(2) No. Added During 1980-81	(3) No. Withdrawn During 1980-81	(4) Total No. On Hand 6/81
72. motion picture projector, 16mm			
73. motion picture projector, super 8mm			
74. screen, wall and/or tripod			
G. SELF-CONTAINED LEARNING STATIONS	xxxxxxxx	xxxxxxxx	xxxxxxxx
75. student carrel, unwired			
76. student carrel, wired			
H. TELEVISION	xxxxxxxx	xxxxxxxx	xxxxxxxx
77. television camera			
78. television set, b/w			
79. television set, color			

80. television studio Yes _____ No _____

81. Is your school able to receive UNC-TV broadcast? Yes _____ No _____
If yes, answer 82-87. If no, go to item 88.

82. Does your school receive the UNC-TV broadcast via school antenna?
Yes _____ No _____

83. Via cablevision? Yes _____ No _____

84. Which UNC-TV channel is used? Mark one:
2 4 (Chapel Hill) 4 (Morehead) 17 19 25 26 27 33 39 56 (Cowee)
56 (Tryon) 56 (Franklin) 59 (Spruce Pines) 59 (Joanna Bald)
62 (Hayesville) 62 (Highlands) 67 (Bryson City) 67 (Burnsville)

85. Is there distribution of the UNC-TV broadcast to all classrooms and other learning areas in your school? Yes _____ No _____

86. If yes to 85, is the headend (control box) for this system located in the media center? Yes _____ No _____

87. If yes to 86, do you have the capacity to play video recordings through this system? Yes _____ No _____

I. MEDIA EXPENDITURES—1980-81[21]	LOCAL	STATE	FEDERAL
88. Instructional Supplies (consumables)			
89. Supplementary Texts			
90. Library Books			
91. Periodicals			
92. A-V Supplies and Materials			
93. A-V Equipment	83		

_____ _____ _____ _____
SCHOOL MEDIA COORDINATOR DATE PRINCIPAL DATE

Division of Educational Media
N. C. Dept. of Public Instruction

EXPLANATORY NOTES FOR USE IN COMPLETING ANNUAL INSTRUCTIONAL MEDIA REPORT

1. Book (General Collection) - Books in the general media collection including:
   - all books ordinarily classified as part of the media collection
   - all paperback books except those multiple copies used for intensive study of a given topic
   - up to three copies of nontextbook titles acquired under the former State supplementary textbook program but which, in the opinion of the media coordinator, would be appropriate for the general collection—e.g., literature series
   - reference books

2. Book with Recording - Book with audio disc or tape component accompanying the text. Each book with recording is counted as one item.

3. Book (Supplementary) - Books including:
   - textbook types, even if housed in separate quarters
   - paperbacks in multiple copies for intensive study of a given topic
   - copies of nontextbook types in excess of those copies counted in the general collection

4. Study Print - A picture bearing textual information prepared specifically for instructional purposes; includes charts and posters.

5. Microfiche/Microfilm - Report total number of titles on microfiche and/or microfilm.

6. Filmstrip (Sound) - Filmstrip with audio disc or tape component accompanying the visuals. Count each filmstrip with recording as one item, excepting those in kits. Sound filmstrips are not kits.

7. Slide Set (Silent) - Report the number of slide sets with neither an accompanying audio recording nor sound on the slide itself.

8. Slide Set (Sound) - Report the number of slide sets with accompanying audio explanation on tape or disc, or in sound-on-slide format.

9. Overhead Transparency - Report transparencies of permanent nature, counting the base and each acetate overlay used in a single presentation as one. Count as single transparencies those individual acetates which may be bound together but which are used separately—e.g., report a set of 12 different maps as 12 transparencies.

10. Motion Picture (16mm) - Report only those owned by the school. Do not report films available from the system-level film collection.

11. Audiocard - Report number of sets commercially or locally prepared.

12. Audiodisc and Audiotape - Exclude those accompanying filmstrips, slides, and books, and those reported as parts of a kit.

13. Multimedia Kit - A collection of subject-related materials in more than one medium. Also, include those items formerly listed as learning packages/system.

14. Model - A three-dimensional representation of a real thing, produced in the exact size of the original or on a smaller or larger scale; includes sculptural reproduction.

15. Realia - Tangible objects; real items without alterations (as opposed to representations or models); includes specimens.

16. Sample Answer TUCC (computer source) Research Triangle Park (location)

17. Duplicator (Mimeograph and Spirit), Copy Machine (Thermal) - Report only those located in the production area of the media center.

18. Filmstrip Projector (Sound) - Report those single units with sound that project on a large screen for large group viewing.

19. Slide Projector (2" x 2") - Report those accommodating a magazine or tray.

20. Audioslide Projector - Designed to accept standard 3 1/4" by 4" lantern slide frame with capability for recording sound on the audioslide.

21. Media Expenditure - Total funds from all sources including PTA, Book Fairs, etc., spent for instructional supplies, supplementary text, etc. —(nos. 90-95). Principals, system-level media supervisors, and finance officers may help to ascertain this information.

Department of Public Instruction
Division of Educational Media
Raleigh, North Carolina 27611

June, 1981

COMMUNITY RESOURCE FILE

The *COMMUNITY RESOURCE FILE* is another resource which assists the media program in extending learning opportunities beyond the school into the community. The file contains the names of people, places and things which can greatly enrich the instructional program.

The development of a community resource file can be coordinated by system level personnel with participation by building-level media coordinators; thus eliminating unnecessary duplication of effort.

ORGANIZING THE COMMUNITY RESOURCE FILE

1. Gather basic information about community agencies, places, individuals, groups, and other resources which have a potential for enhancing instruction. Consult a variety of sources--e.g., directories, newspapers, existing files in other community agencies, parent/community surveys, and informal contacts with persons who know about a resource.

2. Develop subject headings which reflect identified resources as well as curricular needs.

3. Verify information, annually, by telephone or by letter.

4. Sample card file format

Example A: Card for Community Individuals

Name:
Address: Phone:
Area of Interest or Talent:
Availability:
Date:

Example B: Card for Community Organizations

Name of Organization:
Address: Phone:
Head of Organization:
Contact Person:
Type of Service:
Charges:
Hours:
Date Information Verified:

Department of Public Instruction
Division of Educational Media
Raleigh, North Carolina 27611

June, 1981

ELIMINATE THE NON-ESSENTIAL: ACCESSIONING

Each media coordinator must free him/herself and any other media staff from non-productive tasks in order to invest that effort in functions more directly related to the teaching-learning process. Accessioning of materials is one non-productive task which should be eliminated giving more time for instructional program development. Questions frequently asked follow.

Question: Should I eliminate a practice that was in effect before I came here?

Answer: "Because it has always been done that way" is not a reason. This line of thinking is responsible for many a practice outliving its usefulness.

Question: How will I assign each item a unique identification?

Answer: Each item has a unique identification without an accession number. Each item of material has a title and an author which distinguishes it from other items.

When the media collection contains duplicate copies of the same item, the copies are distinguished from each other by designating the second copy acquired as copy 2, the third as copy 3, etcetera.

Question: If I eliminate the accession numbering, how can I identify an item as the property of our school media center?

Answer: Each item should be stamped with ownership identification making the accession number unnecessary for proof of ownership.

Question: How will I know the number of items that are in the collection if I eliminate accession numbers?

Answer: Since items have been lost or discarded because they became worn, outdated, or inappropriate, the accession number does not indicate the number of items in a collection.

Question: If I eliminate accession numbers, how will I know the number of items added to the collection during the year?

Answer: Keep a running count of the number of items as they are added to the collection. A card placed at the front of the shelflist can be used to record the date and the total number of items added to the collection on that date.

Department of Public Instruction
Division of Educational Media
Raleigh, North Carolina 27611

June, 1981

END OF YEAR REPORTING FORM

School: _____ Date: _____

MEDIA EXPENDITURES BY SOURCE OF FUNDS

Media/Equipment/Supplies	LOCAL FUNDS	STATE FUNDS	FEDERAL FUNDS	TOTAL
1. Instructional Supplies (Consumables)				
2. Books - General Collection				
3. Books - Supplementary Texts				
4. Periodicals				
5. A-V Supplies and Materials				
6. A-V Equipment				
7. Processing				
8. Library/Office Supplies				
9. Other (explain) _____				
_____				
_____				
_____				
Total				

Principal _____
Signature

Department of Public Instruction
Division of Educational Media
Raleigh, North Carolina

June, 1981

AN EXCERPT FROM THE CONTRACT
BETWEEN THE CITY OF DURHAM AND
CABLEVISION OF DURHAM

7. The COMPANY shall provide at least one full-time composite access channel for educational, governmental and public uses.

   The COMPANY shall provide this full-time composite access channel from the date service commences within the City, with additional channels being made available commensurate with community need and interest; and shall provide competent and trained personnel and reasonably adequate financial resources to develop access programming.

8. The COMPANY shall provide an access studio.

   The studio shall have not less than 700 square feet for access programming including a glass enclosed control room.

9. The COMPANY shall make available to the public, at no charge for access programming, the studio and all related production facilities and equipment on a 24-hour a day basis.

10. The COMPANY shall provide state-of-the-art studio equipment including color cameras, and tape recorders...

11. The COMPANY shall provide at no charge a mobile van for access use by the public, when requested and reasonably required by the CITY.

12. The COMPANY shall encourage community groups to actively utilize access facilities and equipment.

    The COMPANY shall at no charge help the Durham community develop an access video workshop similar in nature to the one operated by the American Television and Communication Corporation system in Reading, Pennsylvania.

13. The COMPANY shall provide, at no charge, programming and technical assistance to all access users.

    Cablevision of Durham employees shall, at no charge, train and assist any individual or group interested in producing programming for the access channel in Durham.

14. The COMPANY shall at no charge assist community groups and agencies in obtaining available governmental funding for projects and productions to be developed in the public interest.

15. The COMPANY shall, at no charge, make available to community group, agencies and individuals the technical and production expertise of its employees.

    The COMPANY shall employ a full-time person whose primary responsibility will be to assist any person or group interested in governmental, educational, public access, and local program origination. The COMPANY may employ two part-time studio assistants and other personnel, as they are needed, to help in program production.

16. The COMPANY shall provide reasonable and adequate technical assistance to the CITY'S public and private schools in developing effective educational and instructional programs for the access channel by making available to these institutions, at no charge, its studio, equipment and personnel.

17. The COMPANY shall provide free connections to all educational and governmental buildings located within 500 feet of the nearest public street with existing electrical power and telephone services.

    One cable television outlet shall be installed in each such building free of charge by the COMPANY. No monthly service fee shall be charged for such outlet.

18. The COMPANY shall wire all schools, governmental buildings, and hospitals at a cost of time and materials only.

19. The COMPANY shall assist the CITY at no charge in developing its abilities and capabilities to ensure the CITY'S full utilization of the cable television system.

From: CABLE TELEVISION IN NORTH CAROLINA; a report by the N. C. Center for Public Policy Research, Raleigh, NC 1978

Available from: N. C. Center for Public Policy Research, Inc., P.O. Box 430, Raleigh, NC 27602

Division of Educational Media
State Department of Public Instruction
Raleigh, North Carolina 27602

June, 1981

FILMSTRIP SHELVING

PURPOSE:

An ever-increasing emphasis is being placed on the accessibility of media. Students should have the same access to audiovisual materials as they do to books, magazines, and newspapers. However, many audiovisual formats require special adaptation of shelving to display them. The number of commercial sources offering suitable accessories for the standardized shelving already in use in school media centers is limited. Therefore, the purpose of this document is to show how a standard wood sloping magazine shelf can be adapted to display filmstrips in an attractive and convenient manner. One may apply the same process to construct an accessory tray to sit on a magazine shelf; or in the event that no extra sloping magazine shelf is available, one may construct a new sloping shelf to display filmstrips. Each shelf will display approximately 110 to 125 filmstrip cans.

POINTS TO CONSIDER:

1. Filmstrip shelves should be tilted so that the titles can be read on the last row as easily as those on the front row.

2. Do not place filmstrip shelves too close together vertically making it difficult to see and to remove the filmstrips at the back of the shelf.

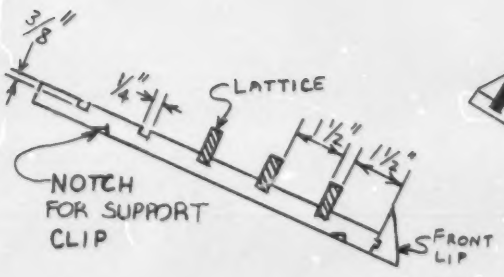
PROCESS:

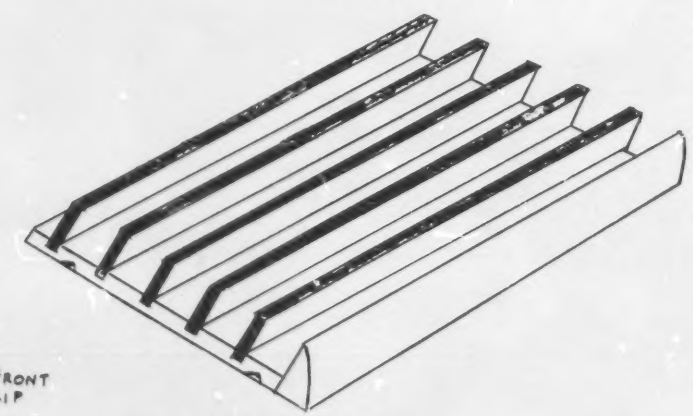
1. Select some standard lattice from the local lumberyard.

2. Starting inside the front lip on the magazine shelf, measure back at least $1\frac{1}{2}$-inches. Cut a lengthwise groove $\frac{1}{4}$-inch wide and 3/8-inch deep. (The front lip may have to be removed to cut this groove.) Allow another $1\frac{1}{2}$-inches and cut a second groove. Repeat this operation until there is insufficient shelf remaining to support another row of filmstrips. Most shelves will accommodate five to seven rows of filmstrips.

3. Cut the lattice the length of the shelf and glue into the grooves.

4. Sand and finish the lattice to match or to harmonize with the finish of the shelf.





Department of Public Instruction
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Raleigh, North Carolina 27611

June, 1981

GUIDE FOR SELECTION OF PROJECTION LAMPS

This guide has been developed to help with the selection of replacement lamps for the projectors that have been on North Carolina Contract Certification No. 17 but which are now on Contract Certification No. 880.

Replacement lamps for projectors may be purchased through the provision of North Carolina Contract Certification No. 285-50. This contract expires in November of each year; therefore, the percentage discount may change with the new contract. You should check Contract Certification No. 285-50 for the most up-dated information. *The percentage discount usually exceeds 60%.*

Increased use of projection equipment by schools, particularly for individualized study, suggests a need for purchasing longer-life projection lamps. Even though the longer-life lamps may cost more, greater use will provide better overall cost efficiency. It is suggested that one spare lamp be circulated with each projector in order to decrease downtime.

SUPER 8MM PROJECTORS	LAMP	RATED LIFE (HRS.)	WATTAGE
Eumig S802	EFN	50	75
Kodak Supermatic 20; 30	ELB	15	80
Technicolor 820	ELE/ELT	20	80
16MM PROJECTORS			
Bell & Howell 540; 542; 545; 551	CTT/DAX	25	1000
Bell & Howell 1540; 1541; 1545; 1551; 1579; 1592	EMM/EKS	50	250
Bell & Howell 1580	DKM	25	250
Bell & Howell 1590; 2590	BHB	25	250
Singer 815; 915; 920; 1021; 1050	DKM	25	250
Singer 1120; 1160A; 2110; 2120	EJL	50	200
Viewlex 1600; 1600XL	CTT/DAX	25	1000
Viewlex M-42E; M-43E; M-43SE1; M-43STE1; M-35082; M-81ST61; M-81SE1; M-16TB; M-16TC; M-16TA; M-16TE	EJL	50	200

FILMSTRIP PROJECTORS	LAMP	RATED LIFE (HRS.)	WATTAGE
Bell & Howell 745B; 745C	CWA	25	750
Bell & Howell 746AS/ 747A	ELH	35	300
Dukane 28A55; 28A56	CZA	250	500
Singer SM750	DEP/DGR	25	750
Singer School Master 500	DAY/DAK	30	500
Singer SM1000	DEK	50	500
Standard 750R	DDB/DDW	25	750
Standard Jr. 500: 500RR-2	DAY/DAK	30	500
Viewlex V-25	CZA/CZB	25	500
Viewlex V27; VHCR2551	CWA	25	750
Viewlex V755	DDB/DDW	25	750
SOUND FILMSTRIP PROJECTORS			
Dukane 28A15; 14A285	DYH	75	600
Dukane 28A81-5; 14A050CA	BCK	50	500
Viewlex V371	DDB/DDW	25	750
FILMSTRIP VIEWERS			
Avid V-20	BLC	50	30
Beacon FS-155	1156-12W	1200	12V
Beacon Raven	BLC	50	30
BroDart HPI 331-2	BLC	50	30
HPI-330	ERC	200	25
Singer Study-Mate RP-50	BLC	50	30

SOUND FILMSTRIP VIEWERS	LAMP	RATED LIFE (HRS.)	WATTAGE
Bell & Howell 762	ERD	200	35
Besseler 3551; 3552	ERD	200	35
Dukane 28A25; 14A285; 28A11; 28A27; 28A1; 28A29; 28A1A	CDS/CDX	50	100
Hitachi 771	GE1196	300	48
Singer Autoadvance II	BLC	50	30
Singer Audoadvance III	GE1195	300	35
Singer 8110-SP; 8120; 8130; 8160	DDK	40	80
SLIDE PROJECTORS			
Kodak Carousel 650H	ELH	35	300
Kodak Ektagraphic AF; 900	DEK/DFW	25	500
Kodak Ektagraphic AF-2; B-2	ELH	35	300
Singer 3100-3130Z; 3230Z	ELH	35	300
SOUND/SLIDE VIEWERS/PROJECTORS			
Fairchild 3501	CAR	15	150
Kodak Autoviewer 200; 250 400; 450	CAR	15	150
Singer Caramate 3330; 3340; 3350; 8835; 8866	CAR	15	150
OVERHEAD PROJECTORS			
Bell & Howell 301; 301K; 362	BHC/DYS/DYV	75	600
Beseler VGC614C; VGC612C; VGC610C; G100GC; G100; 15700	BHC/DYS/DYV	75	600
Buhl 80-12CL; 80-14; 80-14CL; 80-16CL	BHC/DYS/DYV	75	600
Projection Optics 21400C; 21401C; 21402C; 21260; L101	BHC/DYS/DYV	75	600
3M 213BAA; 213AG; 213ADK	ENX	75	360
3M 567RGC	BVE	75	625
3M 66	FAL	75	420
3M 66ARC; 66ARF; 66ARL; 566RGL	EHA	50	500

OPAQUE PROJECTORS	LAMP	RATED LIFE (HRS.)	WATTAGE
Beseler Vulite II; III	DRC/DRB	50	1000
Buhl Mark IV	DRC/DRB	50	1000
Projection Optics	DRC/DRB	50	1000
MICROFICHE READERS			
Datagraphix 1400	ELS	650	50
Northwest Microfilm NMI-75; NMI-11; NMI-114; NMI-14; NMI-85	EPX	500	90
MICROFILM READERS			
Dukane 27A25; 27A25B	FCR	50	100
3M Filmac 400	DDN	100	200

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GUIDELINES ON COPYRIGHT AND RECORDING OFF-AIR

The Media Coordinator is a resource person on copyright questions in the school. Absolute guidelines are sometimes impossible to set down since legal experts do not agree among themselves concerning some issues such as fair use.

The Division of Educational Media suggests the following guidelines

1. Off air recording rights for programs on the School Television broadcast schedule are clearly stated for each series in the catalog SCHOOL TELEVISION TODAY.

2. The School Television section in the Department of Educational Media distributes a list each spring of those series which may be retained on users' tape and those which must be erased.

3. Programs which are not part of the ITV schedule and which are broadcast on the UNC-TV network carry their own re-record rights as designated by the Public Broadcasting System. Some carry 7-day rights; others do not. Programs should not be recorded off-air until the record rights are checked. A list of programs which may be taped may be acquired by writing to the School Television section.

4. Commercial networks do not grant record rights as a rule. However, there are some exceptions; write for permission for specific programs. A contact person for each network is listed in the School Television catalog.

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A LOOK AT THE ROLES OF THE PRINCIPAL, MEDIA COORDINATOR, AND TEACHER

An integrated media program is the joint responsibility of the principal, media coordinator, and teachers. The principal as the recognized educational leader sets the pace; the media coordinator assumes the leadership for planning and implementing the media program; and the teacher has the responsibility for designing learning objectives. Ideally, the media coordinator, principal and teacher form an instructional team who plan together for student learning. Together this team

- Shares the responsibility for determing when, where, how and with what materials each segment of the teaching and learning program will be implemented;
- Selects and plans for use of media;
- Determines which skills are to be taught, reinforced or extended;
- Selects appropriate media to meet curricular needs.

The principal's primary role is in the area of leadership, support, and decision making. As an instructional leader, the principal:

- Sets the tone for the instructional program;
- Makes plans for implementing the program in the school;
- Involves each staff member in the media program;
- Encourages the media coordinator to become a member of the instructional team;
- Appoints a media advisory committee to establish priorities for the selection of equipment and materials to support the instructional program; and
- Provides budgetary information to the media advisory committee for the expenditure of federal, state and local funds for the acquisition of materials and equipment.

The teacher's role is to:

- Plan with the media coordinator to integrate media skills instruction into curricular areas;
- Devise the need and the opportunity for students to use the media center;
- Establish guidelines with students for the use of the center (length of visit, frequency of visit, purpose, kinds of materials to be used, behavior while using facilities, etc.); and
- Plan follow-up activities in the classroom for re-enforcement of media skills introduced by the media coordinator.

The media coordinator's role is to:

- Teach media skills based on the COMPETENCY GOALS AND PERFORMANCE INDICATORS;
- Plan with teachers to integrate media skills instruction into curricular areas;
- Assist teachers and students in using media based on ability, interests, curricular needs, and learning styles;
- Plan for staff development activities which encourage the use of media in instruction;
- Develop annual and long-range goals for a comprehensive school media program;
- Prepare, justify, and administer the media program budget based on curricular needs;
- Formulate schedules to accommodate the needs of students and teachers in small/large groups and/or individually;
- Evaluate the effect of the overall media program on teaching/learning;
- Plan and implement strategies for positive public relations;
- Coordinate the school's MEDIA ADVISORY COMMITTEE, involving administrator(s), teachers, students, and lay public; and
- Provide a variety of media resources, centrally cataloged, efficiently administered, and readily accessible.

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MAINTAINING A QUALITY MEDIA COLLECTION THROUGH SYSTEMATIC WEEDING

A prerequisite for maintaining a quality, up-to-date collection of media is a thorough and complete evaluation of all materials and equipment in the collection. Weeding the school media collection by discarding materials and removing equipment no longer useful is a task as important as selecting new media of high quality. Although state, regional, and national media guidelines may define a minimum quantity of materials and equipment that should be included in schools, the quantities stipulated are intended to refer only to quality media.

POLICY

A written policy stating procedures for maintenance of a quality media collection should be developed for the school system under the leadership of professional media personnel and should be formally adopted by the local Board of Education. The policy, which may be adapted for individual schools, should contain criteria for evaluating and weeding the collection, and should state characteristics identifying items to be permanently discarded.

The entire collection should be examined at least once a year to identify those materials which need to be discarded. However, the practice of continuously weeding materials throughout the year may be the most manageable, the most effective, and the least disruptive of services to students and teachers. At no time should the school's media center be closed for weeding or inventory.

MATERIALS

Worn and obsolete materials discourage students in their search for reliable information, encourage users to handle materials carelessly, and detract from the appearance of the school media collection. The school media program gives its best service when the materials are up-to-date and in good condition. Users should be able to rely upon the materials as being the best available.

Materials whose contents are partially outdated may have sections which remain useful, e.g., sections on history in encyclopedias and pictures having historical value. Such materials can be weeded from the media collection but may be offered to teachers who could use the relevant material successfully.

Items to Weed

Characteristics of materials to be discarded include the following:

- poor physical condition (yellowed, brittle, scratched, warped, torn, or otherwise marred for use);
- outdated format, e.g., fine print; unattractive visuals;

- obsolete and/or inaccurate content;
- inappropriate subject or treatment of the subject when considered in relation to the needs of the users;
- mediocre or poor quality presentation of content (consider literary, audio, and visual qualities).

Procedures for Weeding and Recordkeeping

Procedures for disposal of weeded materials should be clearly established and followed. Some suggested procedures for this process are:

- Work with a manageable group of materials and records at a time
- Remove and keep in order the materials to be discarded from the collection
- Write in pencil on the shelflist card for each item being discarded the word "Discard" and the date (month, year). Remove the card from the shelflist unless a duplicate item remains in the collection. If a duplicate remains in the collection, write the word "Discard" and the date on the shelflist card by the copy number of the item being discarded, and leave the card in the shelflist.
- Keep in order the cards removed from the shelflist. These cards will be used later as guides to removing the author, title, and subject cards from the card catalog. They will also be used to give a correct inventory record.
- Keep, by type of material and category, a running count of the items being discarded for which the shelflist cards continue to remain in the shelflist.
- Stamp the materials "Discard". All materials weeded from the collection are permanently discarded according to the policy approved by the local Board of Education.
- Itemize and record number(s) of materials discarded on appropriate inventory reports.

EQUIPMENT

It is important that each school media program provide for the systematic evaluation and weeding of educational equipment as well as materials. The program should also make provisions for keeping equipment in operating condition through preventive maintenance and repair. The written policy governing the disposition of educational equipment should clearly define procedures for disposal of equipment purchased with any funds, federal, state, or local, and should specify procedures for disposal through the State Department of Administration.

Equipment Trade-Ins

Should any public school unit have used equipment which it desires to trade in, the public school should contact the contractor listed for the type of equipment it desires to purchase and secure a written trade-in allowance. The public school unit should then show on its requisition to the Office of State Purchase and Contract for new equipment the make, model, and approximate age of equipment to be traded in, and the amount of trade-in offered for each item. The ultimate disposition of used equipment may be made by trade-in or by outright sale as may be deemed most advantageous by the Office of State Purchase and Contract.

Equipment Sales

The Office of State Purchase and Contract will sell educational equipment for school systems through its surplus property sales and will send the system a check for the amount of the sales.

School systems may also dispose of educational equipment by the same method any county property is sold, i.e., advertise in the courthouse and sell the equipment at public auction to the highest bidder. (See PURCHASING MANUAL, available from the Purchase and Contract Division, Department of Administration, 116 West Jones Street, Raleigh, N.C. 27611).

Items to Weed

Equipment to be removed from the collection includes that which:

- is beyond repair
- would be impractical to repair, e.g., repairs would cost more than equipment is worth
- has outlived its usefulness
- has been replaced by more effective and/or convenient equipment

Procedures for Recordkeeping

- Write the date (month and year) and the method of disposal on the inventory card for each item of equipment withdrawn
- Record the same information on any duplicate copies of the inventory control card kept in other locations, e.g., the system-level repair center
- Remove the card from the current inventory list and place it with cards of other withdrawn equipment
- Retain these cards until information on them is no longer needed to substantiate inventory and financial reports

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LEA: _____ June, 1981
School: _____

MEDIA PROGRAM ASSESSMENT INSTRUMENT

Program

1. The principal

.. allocates _____dollars per student to maintain the media program (materials/equipment) Yes___No___

.. appoints a Media Advisory Committee Yes___No___

.. serves on Media Advisory Committee Yes___No___

.. regularly informs the Media Advisory Committee of the media budget Yes___No___

.. encourages teachers and media personnel to work together to integrate media skills into the content area Yes___No___

.. actively supports a strong school media program as defined in MEDIA PROGRAM RECOMMENDATIONS Yes___No___

2. The school library/media coordinator

.. teaches a sequential media skills program based on EDUCATIONAL MEDIA COMPETENCY GOALS AND PERFORMANCE INDICATORS Yes___No___

.. provides a literary appreciation program Yes___No___

.. plans with teachers for the correlation of media skills into curricular areas Yes___No___

.. assists teachers in effective use of non-print instructional media Yes___No___

.. encourages the use of the media center by individuals, small groups and large groups according to need Yes___No___

3. The student

.. is evaluated periodically to determine the degree of skills achievement Yes___No___

.. is instructed on an individual basis, as the need arises Yes___No___

.. is instructed in media skills as they relate to the curriculum Yes___No___

4. Schedules allow for students and teachers to use the media center at any time Yes____ No____

Facilities

1. Provision is made for easy access by handicapped users Yes____ No____

2. The media center is

.. convenient to most classrooms Yes____ No____

.. accessible to shipping and receiving Yes____ No____

.. equipped with adequate controls for:

lighting Yes____ No____

heating Yes____ No____

ventilation Yes____ No____

.. adequately wired with sufficient outlets Yes____ No____

.. equipped to seat at least 45 students or 10% of student body - - whichever is larger Yes____ No____

.. equipped with appropriate shelving for intended users Yes____ No____

.. equipped with appropriate furniture for intended users Yes____ No____

3. The media center provides

.. a TV distribution system reaching all teaching stations Yes____ No____

4. Areas are available and clearly defined: (INDICATE "YES" or "NO")

circulation	_____	storytelling	_____
listening/viewing	_____	conference	_____
reference	_____	office/workroom	_____
reading/browsing	_____	multipurpose room	_____
production	_____	equipment storage	_____
professional collection	_____	bulletin boards/displays	_____
periodicals	_____		

Resources/Budget

1. The Media Advisory Committee, prior to expending all available funds:

   .. determines schoolwide needs for media — Yes___ No___

   .. bases its recommendations on an approved selection policy — Yes___ No___

   .. bases its recommendations on the school's objectives and curriculum — Yes___ No___

2. Instructional media purchased from all funds are organized through the library, regardless of their location in the school — Yes___ No___

3. Circulation policies ensure easy access to all materials and equipment — Yes___ No___

4. The media collection is kept up-to-date and in a state of good repair — Yes___ No___

5. The location of print and non-print materials make them equally accessible to students and teachers — Yes___ No___

6. The media center provides necessary equipment for use of available non-print materials — Yes___ No___

7. The media center provides equipment for recording instructional television programs — Yes___ No___

8. A periodical index, geared to quantity of titles available and age-level of students, is available — Yes___ No___

9. Amount of funds spent last year for materials accessioned through the media center from Federal _____ State _____ and Local _____ sources

10. Amount of funds spent last year for equipment accessioned through the media center from Federal _____ Local _____ sources.

11. The librarian/media coordinator

.. identifies and indexes resources not available in the school media collection --e.g., system-level collections, community resources, state resources Yes____ No____

.. assists teachers and students in obtaining these resources Yes____ No____

.. implements the recommendations of the Media Advisory Committee in expending all funds for instructional materials and equipment Yes____ No____

.. conducts inventory of all holdings at least every two years Yes____ No____

.. maintains: (INDICATE "YES" or "NO")

current professional collection	_____	up-to-date information file	_____
up-to-date card catalog with print and non-print cards interfiled	_____	up-to-date community resource file	_____
shelf-list of all holdings	_____		

.. maintains and circulates the publications of the Division of Educational Media: (INDICATE "YES" or "NO")

MEDIA PROGRAM RECOMMENDATIONS	_____	16mm Film Catalog-Professional In-service Education	_____
Educational Media Bulletin/ Newsletter	_____	Audio Tape Recording Catalog	_____
Advisory Lists of Instructional Media	_____	School Television Catalog	_____
Special Bibliographies-- e.g., Educational Materials for Remedial Instruction	_____	School Television Schedules and Special Sheets	_____
COURSE OF STUDY	_____	Teacher's Guides for School Television Series	_____
COMPETENCY GOALS AND PERFORMANCE INDICATORS	_____		

Personnel

1. The school has:

Number

_____ media professional(s) Full time _____ Part time _____

Certified Yes___ No___

_____ media support personnel Full time _____ Part time _____

_____ adult volunteers

_____ student volunteers

2. School's average daily membership _____

Number of teachers _____

System-Level Media Services

1. These services are available:

equipment repair	_____	professional materials	_____
AV equipment loan	_____	centralized processing	_____
16mm film collection	_____	production services	_____

2. System-level instructional television coordinator plans for use of instructional television with school media coordinators Yes___ No___

3. System-level media coordinator plans and implements staff development activities for school media personnel Yes___ No___

4. School media coordinators are involved in facilities planning for new and/or renovated media facilities Yes___ No___

5. School media coordinators are involved in the planning for use of Federal (Title IV-B) Funds Yes___ No___

Completed by:_____

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PLANNING FOR THE USE OF SCHOOL TELEVISION

Once the instructional personnel in a school system determine that television can help them achieve their instructional goals, then comprehensive planning must take place to ensure the wise use of Instructional Television. Personnel on all levels in a school system have definite responsibilities:

SUPERINTENDENT

- Schedules Instructional Television Awareness Workshop with SDPI television consultant for system-level administrative staff and principals
- Requests on-site survey for all schools for equipment proposals and cost projections by SDPI technical consultant
- Pursues all possible sources for financial support to supplement available local funds, (Title IVB, PTA, Fund Raising Projects, Local Businesses, etc.)
- Develops reasonable timetable for installation of reception and distribution systems and implementation of ITV based on available funds and human resources

SYSTEM-LEVEL ITV COORDINATOR

- Plans and coordinates ITV staff development with school principals and media coordinators
- Works with Superintendent, SDPI School Television Consultant, and School Media coordinator to establish a comprehensive plan for the system, taking care to consider feeder schools
- Shares information concerning School Television with school media coordinators
- Orders necessary print materials, i.e. guides, catalogs, planning books
- Disseminates print materials to school media coordinators

PRINCIPAL

- Works with superintendent, SDPI technical consultant, and the school media coordinator to complete comprehensive plan for individual school
- Orders equipment and materials needed to install reception and distribution system according to proposal of SDPI technical consultant
- Orders video recording equipment and televisions according to recommendations of SDPI technical consultant

- Schedules workshop with SDPI consultant in which faculty plans for the integration of School Television Programs into the curriculum
- Meets with Media Advisory Committee to plan best use of available programming
- Approves order made by media coordinator for School Television catalogs, planning books, and teacher's guides; forwards to system-level ITV coordinator
- Supports, encourages, and facilitates use of ITV

TEACHER

- Selects instructional television programs according to curricular goals and plans for the integration of specific programs into particular units
- Schedules programs on calendar in the School Television Planning Book, using monthly schedule and catalog
- Plans pre- and post-telelesson activities, using the teacher's guide for each program
- Prepares students, using pre-telelesson activities; views telelesson with students; provides post-viewing activities, emphasizing key concepts
- Determines to what degree learning objectives have been achieved by each student

SCHOOL MEDIA COORDINATOR

- Contacts the ITV Coordinator for information and materials from the School Television Section of the Division of Educational Media
- Meets with Media Advisory Committee to review and initiate plans for using Instructional Television. Evaluates use of television in the school: problems encountered; possible experiments; new series; total School Television schedules; grade and/or subject area
- Checks all components of the reception/distribution system
- Conducts Instructional Television in-service for teachers
- Schedules taping of School Television programs according to teacher requests
- Inventories and catalogs all taped programs and teacher's guides; erases tapes of discontinued series
- Checks the SCHOOL TELEVISION PLANNING BOOK and local listings for pertinent television specials; alerts teachers
- Completes the Mid-Year Utilization Survey and returns to ITV Coordinator
- Gives the ITV Coordinator the school's order for catalogs, planning books and teacher's guides and distributes them when they arrive
- Orders books and other materials related to School Television series

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RECEIVING AND DISTRIBUTING UNC-TV BROADCAST SIGNALS

Cost Projection Formula

Stage 1 - Reception of UNC-TV Network

- Most schools in North Carolina receive the UNC-TV Network broadcast on one of the UHF stations (14-69); however, some locations receive the programs on a VHF station (2-13). The process for receiving these broadcasts is similar and the costs are within the same range. It is important that only industrial grade equipment be used.

- The cost of an antenna ranges from $100 to $200, including the mounts, depending on which signal is being received and the strength of the signal. Many locations need a preamplifier in order to make the signal usable. This adds approximately $150 to the cost.

- In those areas where a connection to CATV is available, the cost is determined by arrangements made with the local cablecaster.

Stage 2 - Distribution of Signal(s) Through the School

- Adding to stage 1, it is necessary to have a control center (headend) located in the media center, processing equipment, and the connecting cable for eacn teaching station.

- A typical headend includes the housing, an amplifier, a converter for changing the UHF signal to VHF, and a test point. Each teaching station has a reception point wired back to the headend. An estimate of cost can be determined by using the number of teachers plus 5 for the desired number of reception points. Presently (Spring 1981) it is costing about $25 per reception point for the needed equipment plus the cost of headend. Labor is not included.

- When contracting for a turn-key job, bid through the Division of Purchase and Contract in the Department of Administration, labor costs approximately 200% of parts.

- If a school system has technical personnel available to do the work, the Division of Educational Media will train them and supervise the installation.

Stage 3 - Playing Videocassettes Through the MATV System

- Adding to stages 1 and 2, it is necessary to install heavy duty RF modulators at $800 each. These are installed into the headend and the videocassette *players are plugged directly into them. The programs are viewed on the assigned channel in the teaching stations. There needs to be a heavy duty modulator for each videocassette player. Most MATV systems can accommodate up to six modulators without modifications.

* see current contract #640 for cost of VCR's and monitors

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THE ROLE OF THE MEDIA ADVISORY COMMITTEE

RESPONSIBILITY FOR SELECTION OF MEDIA

The responsibility for the selection of instructional materials rests with the local school administrative unit as indicated by Section 115-206.14 (b) of the General Statutes of North Carolina,"...(b) Local boards of education shall adopt written policies concerning the procedures to be followed in its school administrative unit for the selection and procurement of supplementary textbooks, library books, periodicals, and other instructional materials needed for instructional purposes in the public schools of that unit. Supplementary books and other instructional materials shall neither displace nor be used to the exclusion of basic textbooks."

IMPORTANCE OF THE MEDIA ADVISORY COMMITTEE

School Media personnel are responsible for coordinating the acquisition of media but cannot assume the total responsibility for selecting every item. It is important that teachers participate in choosing media for instructional purposes to ensure that all curricular and individual needs are met. Research shows that educators who select media for purchase are much more likely to use them in their classrooms. All segments of the school should have input into the selection process through a Media Advisory Committee representing those segments.

MAKEUP OF THE COMMITTEE

The school principal should appoint the Media Advisory Committee and should include the school's head media coordinator as chairman, other professional media staff, at least one teacher representing each subject area and each grade level, one or more students, and parents. The principal of the school serves on the committee; the unit-level media director is a resource person.

DUTIES OF THE COMMITTEE

The Media Advisory Committee can serve in many ways to promote the overall media program and to encourage communication among the media staff, the administration, the teachers, and the community. The committee's overall responsibilities are to:

- participate in the development of the school's selection policy;
- assist with the selection of instructional materials and equipment;
- reevaluate challenged materials and make recommendations to the administration and the Board of Education;

- inform the faculty about changes in the selection policy, criteria for evaluating media, and procedures for handling complaints;
- ascertain that the media collection represents all curricular and individual needs;
- prepare a budget that reflects the needs of the collection
- assist with maintaining an up-to-date collection through systematic weeding;
- encourage the integration of media skills into the study of other subjects;
- promote accessibility to the library through flexible scheduling;
- initiate book fairs and other community activities which strengthen or promote the media program.

PROCEDURES THE COMMITTEE SHOULD FOLLOW IN THE SELECTION PROCESS

The Media Advisory Committee's primary responsibility is to select instructional materials. Members may develop systematic procedures to ensure the acquisition of media necessary to a well balanced collection. These procedures should enable the committee to:

- adapt and update the system-level selection policy to meet local needs;
- develop a form and establish procedures for reconsideration of challenged materials;
- assess scope, depth and quality of the school's existing collection;
- solicit recommendations for purchase from other teachers and students;
- arrange for firsthand examination of materials if possible;
- identify materials for students with special needs;
- consult recommended selection tools including the Media Advisory Lists distributed by the Division of Educational Media;
- determine purchase priorities in light of available funds;
- communicate to all staff members school-wide priorities as recommended by the Media Advisory Committee.

Department of Public Instruction
Division of Educational Media
Raleigh, North Carolina 27611

June, 1981

SAMPLE BUDGET WORKSHEET

MATERIALS: PRINT	LAST YEAR	CURRENT YEAR	NEXT YEAR
REFERENCE			
NON-FICTION			
FICTION			
PROFESSIONAL			
PERIODICALS			
MATERIALS: NON-PRINT			
AUDIO			
PROJECTED VISUAL			
AUDIO VISUAL			
COMPUTER COURSEWARE			
OTHER			
EQUIPMENT			
NEW			
REPLACEMENT			
MAINTENANCE			
CONSUMABLE SUPPLIES			
LIBRARY SUPPLIES			
PRODUCTION SUPPLIES			
POSTAGE			
OTHER:			
RENTAL FEE			
REBINDING			

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SAMPLE MEDIA SELECTION POLICY

I. RESPONSIBILITY FOR SELECTING MEDIA

In accordance with the Public School Laws of North Carolina, section 115-206.14(b) "all local boards of Education shall adopt written policies concerning the procedures to be followed in its school's administrative unit for the selection and procurement of supplementary textbooks, library books, periodicals and other instructional materials needed for instructional purposes in the public schools of that unit...," the _____ Board of Education delegates the responsibility for coordinating the selection of media and recommendations for purchase to the professional media personnel in the administrative unit.

Each school's Media Advisory Committee will assist the media personnel in the selection process. The Media Advisory Committee is appointed by the principal and chaired by the media coordinator. This committee includes teachers representing all subject areas and/or grade levels, students, and may include community representatives. Under the leadership of professional media personnel, this group sets priorities for media to be acquired based on school-wide objectives and on strengths and weaknesses in the existing collection. In determining priorities, the committee is informed of the budget allocated for purchasing media in order to make the wisest choices possible.

II. OBJECTIVES FOR SELECTING MEDIA

The primary objective of each school's media program is to implement, enrich, and support the instructional program of the school. The media program makes available, through the media collection, a wide range of materials on varying levels of difficulty with a diversity of appeal compatible with the different needs, interests, and viewpoints of students and teachers.

To this end, the _____ Board of Education in keeping with the ideas expressed in the LIBRARY BILL OF RIGHTS, asserts that the responsibility of the media program is as follows:

- to provide media that will enrich and support the curriculum, taking into consideration individual needs and the varied interests, abilities, socio-economic backgrounds, and maturity levels of the students served
- to provide media that stimulates growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards
- to provide a background of information enabling students to make intelligent judgments in their daily lives
- to provide materials on opposing sides of controversial issues so that students may develop, under guidance, the practice of critical thinking and of critical analysis of all media

- to provide materials representative of the many religious, ethnic, and cultural groups in our nation and the contributions of these groups to our American heritage

- to place principle above personal opinion and reason above prejudice in selecting media of the highest quality in order to assure a comprehensive collection appropriate for the users of the media center.

III. CRITERIA FOR SELECTING MEDIA

Individual learning styles, the curriculum, and the existing collection are given consideration in determining the needs for media in individual schools.

Media considered for purchase are judged on the basis of the following criteria:

PURPOSE--Overall purpose and its direct relationship to instructional objectives/curriculum

RELIABILITY--Accurate, authentic

TREATMENT--Clear, skillful, convincing, well organized, unbiased

TECHNICAL PRODUCTION--Audio and/or visual

CONSTRUCTION--Durable, manageable, attractive

SPECIAL FEATURES--Illustrations, photographs, maps, charts, graphs, guides, etc.

POSSIBLE USES--Individual, small group, large group, introduction, in-depth study

IV. PROCEDURES FOR SELECTING AND MAINTAINING THE MEDIA COLLECTION

In coordinating the selection of media, the media professional, assisted by the Media Advisory Committee, should:

- arrange (when possible) for firsthand examination of items to be purchased

- use reputable, unbiased, professionally prepared selection aids when firsthand examination of media is not possible

- judge gift items by standard selection criteria and, upon acceptance of such items, reserve the right to incorporate into the collection only those meeting these specified criteria

- purchase duplicates of extensively used media

- weed continuously from the collection worn, obsolete, and inoperable media

- purchase replacements for worn, damaged, or missing media basic to the collection
- evaluate carefully and purchase only to fill a specific need expensive sets of materials and items procured by subscription
- determine a procedure for preventive maintenance and repair of equipment
- establish a policy controlling sales persons' access to individual school personnel

V. PROCEDURES FOR RECONSIDERATION OF MATERIALS

Occasional objections to some materials may be voiced by the public despite the care taken in the selection process and despite the qualifications of persons selecting the materials.

If a complaint is made, the following procedures should be observed:

1. Inform the complainant of the selection procedures and make no commitments
2. Invite the complainant to file his/her objections in writing and send him/her a copy of the form, CITIZEN'S REQUEST FOR THE RECONSIDERATION OF INSTRUCTIONAL MATERIALS, for submitting a formal complaint to the media review committee
3. The special review committee will
   - re-examine the challenged material
   - survey appraisals of the materials in professional reviewing sources
   - determine the extent the material supports the curriculum
   - weigh merits against alleged faults to form opinions based on the material as a whole and not on passages isolated from context
   - discuss the material and prepare a written recommendation to the superintendent and school board
4. Final decision of the School Board shall be delivered to the complainant and affected staff members in writing.

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REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

Name of person making request _____ Telephone _____

Address _____

Complainant represents: _____ himself/herself
_____ (name organization) _____
_____ (identify other group) _____

Name of school owning challenged material _____

Do you have a child in this school? _____ Grade _____

Title of item _____

Type of media: book, film, filmstrip, recording, etc. _____

Author/artist/composer/producer, etc. _____

Publisher/producer (if known) _____

How did you acquire this item? _____

_____

Did you read, view, or listen to the entire item? _____ If not, what parts?

_____

_____

_____

Is this item part of a series or set? Yes _____; No _____. if yes, did you examine other items in the series or set? _____

What do you believe are the theme and purpose of this item? _____

_____

To what in the item do you object? (Please be specific: cite pages, frames, etc.)

_____

_____

_____

_____

Is there anything good about this item? Yes _____; No _____. If yes, name three things. _____

_____

For what age group or grade level would you recommend this item? _____

What do you feel might be the result of a student's reading, viewing, or listening to this item? _____

_____

Are you aware of any evaluations of this item by authoritative sources?

Yes _____; No _____. If yes, did those sources agree with your opinion?

Yes _____; No _____. List the sources _____

_____

What would you like your school to do about this item?

_____ Not assign it to your child
_____ Not assign it to any child
_____ Make it available only to those who wish to use it
_____ Refer it to the Media Advisory Committee for reevaluation
_____ Withdraw it from the media collection
_____ Other (specify) _____

What would you suggest that the school purchase in lieu of this item? _____

_____

Why is your recommendation a better choice? _____

_____

Do you want other persons in the community to determine the kind of materials your child may or may not use in school? _____

Other comments:

_____
Signature of Complainant

_____
Date

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SAMPLE PLANNING USING THE CORRELATION PROCESS - PRIMARY

1. Level: Grade 2
   Topic: How Do I Learn? (T)

---

2. Objective: Learner will recognize the roles played by the five senses in the learning process (HEARING) (T)

---

3. Behaviors:

   Listen for main ideas in all types of media

   Listen for supporting details in all types of media (T)

---

4. COMPETENCY GOAL 2: The learner will be able to select and use materials and equipment appropriate to personal needs and classroom assignments.

   COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere. (MC)

---

5. Performance Indicator 2.01 Select a variety of media and begin to use reading, writing, listening, and viewing skills to obtain information.

   Performance Indicator 3.06 Begin to comprehend the unique properties of non-print media and their accompanying equipment. (MC)

MC = Media Coordinator
T = Teacher

6. Learning Activity: Students will participate in various activities that require listening.

   Learning Activity: Literature enrichment will have sound/listening as subjects. (MC & T)

7. Method: Listening/Learning Center

   Activity Cards
   - Identify sounds
   - Follow directions
   - Poems/stories/radio plays

   Large Group - storytelling

   Showers. The listening Walk

   Victor. Sh-h! Listen Again

   Rand. Listen! Listen!

   Sicotte. A Riot of Quiet! (MC & T)

8. Materials and Resources

   Tapes with weather, safety, etc. sounds
   Taped directions to follow
   Tapes of poems

   Showers. The Listening Walk

   Victor. Sh-h! Listen Again

   Rand. Listen! Listen!

   Sicotte. A Riot of Quiet! (MC & T)

9. Evaluation:

   - Teacher/media coordinator will check activity sheets
   - Observation during storytelling (MC & T)

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SAMPLE PLANNING USING THE CORRELATION PROCESS - SECONDARY

1. Curricular Area: Social Studies

   Level: Grade 9

   Topic: Study of social, economic and political growth of the U. S. since 1945 (T)

---

2. Objective: Learner will recognize biased presentations, stereotyping and labeling in mass media. (T)

---

3. Behaviors: Define stereotyping, biases, and labeling

   Identify types of stereotyping of groups of people

   Locate examples of stereotyping of groups in magazine ads (T)

---

4. COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere

   COMPETENCY GOAL 4: The learner will be able to design, produce, and present information in a variety of formats (MC)

---

5. Performance Indicator 3.29 Identify and define biased and stereotyped presentations encountered in various media and recognize some obvious behavorial influences of mass media

   Performance Indicator 4.09 Present information and creative ideas through personally designed and produced media, such as: audio cassettes and tapes, thermal transparencies, photographs, slides, 8mm films, sound/slide programs, videotapes (MC)

MC = Media Coordinator
T = Teacher

6. Learning Activity: After discussing and listing types of stereotyping, students will look for examples in magazines of the stereotyping in advertising of women's roles. They will cut out examples and make a collage depicting the types

(MC & T)

7. Method:

Large grouping

a. discussion of stereotyping in advertising of women's roles
b. designation of specific stereotyping each group is to visually portray in collage
c. evaluation

Small grouping

a. work in groups of three
b. cut out ads and complete collages

(MC & T)

8. Materials and Resources:

Magazines - both old (for cutting) and new (for class discussion)

Tagboard - scissors - glue - drymount tissue - laminating film - drymount press

(MC & T)

9. Evaluation:

Collages will be displayed in classroom and other students will try to identify the specific type of stereotyping depicted

(MC & T)

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SCHOOL MEDIA INVENTORY

WHY INVENTORY

- Helps assure more appropriate acquisitions
- Helps assess the extent to which students and teachers are provided a wide variety of media suitable to different learning styles and curriculum areas
- Provides, at the state level, an overall picture of the development and status of media collections in the schools
- Assists the Division of Educational Media in assessing the current status of media collections in the schools and in interpreting to the legislature the need for financial resources

WHEN TO INVENTORY

Under ordinary circumstances, once every two years is frequent enough to inventory physically each item of media. The inventory statistics can then be updated at the end of each subsequent year through regular methods of record-keeping. (That is, by adding the number of items put into the collection and by subtracting the number of items removed from the collection during the year). The number of items which have been stolen will be determined only when the physical inventory is made.

Media equipment may be inventoried at the beginning and/or end of each school year. It may be convenient to check at the same time to be sure that each item is in operative condition. In any case, preventive maintenance should be conducted on each item periodically.

> *At no time should the school's media center be closed when school is in session. A media center which is closed while the school's teaching/learning activities continue is certainly not in the mainstream of the instructional program.*

HOW TO CONDUCT AN ON-GOING INVENTORY

- Use student assistants, parent volunteers, and/or media aides to inventory one section of materials at a time, spreading the inventory throughout the school year.
- Since each item of material owned by the school should be recorded on a shelflist card, the shelflist serves as the inventory control record. When a section of materials is inventoried, the shelflist card of each item not on the shelf or in circulation can be signaled with a special tab.

- At the end of the year when all the materials have been returned and placed in order, the tabbed shelflist cards are checked against the shelf to determine which items actually are missing or lost.

- One card for each item of equipment should be maintained in a file to serve as the equipment inventory control record and the record of repairs and preventive maintenance. The equipment inventory process may be divided into manageable units by dividing the school into sections. Many persons, including teachers to whom the equipment may be assigned, can be enlisted to assist in accounting for all items.

ANNUAL INVENTORY PROCEDURES

Recording Additions

- Prepare a 3 x 5 card for each type of material. Place the card in the shelflist drawer in front of the listing and record the number of items throughout the year.

  Exception: An inventory card for each type of material should be placed together at the beginning of the shelflist if a media center follows the practice of shelving all formats of materials together by subject.

- Each time items are added to the collection, enter on the proper card the number of items and the date added. At the end of the year, total the number of items added to the collection during that year.

Recording Withdrawals

- Prepare a second 3x 5 card for each type of material to record the number of items withdrawn from the collection. "Withdrawn" here refers to those items that are permanently discarded and those items that are lost.

- Each time items are permanently discarded, record on the proper card the number of items and the date discarded.

- At the end of the year, total the number of items withdrawn (including lost) during the year.

- Use inventory statistics for the end of the previous year and add or subtract as appropriate to update the statistics. Use ANNUAL INSTRUCTIONAL MEDIA REPORT to record all statistics.

The purpose of this guide is to suggest clear, concise procedures for obtaining a reasonably accurate inventory. It is a wise practice to limit the investment of time and energy directed toward this task in order to direct energies toward a greater priority--facilitating learning.

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Raleigh, North Carolina 2761?

June, 1981

SOME ASPECTS OF A MEDIA COORDINATOR'S DUTIES

	YES	NI	NO
COMPETENCE IN ADMINISTRATION OF MEDIA PROGRAM			
The media coordinator:			
1. Develops annual and long-range goals for a comprehensive school media program	—	—	—
2. Prepares, justifies, and administers the media program budget based on curricular needs	—	—	—
3. Arranges and uses the media facilities to support the instructional program	—	—	—
4. Formulates schedules to accommodate the needs of students and teachers in small/large groups and/or individually	—	—	—
5. Trains, supervises, and evaluates clerical/technical personnel, volunteers, and student assistants in relation to the effective use of their time and talents	—	—	—
6. Evaluates the effect of the overall media program on teaching/learning	—	—	—
COMPETENCE IN COMMUNICATION AND LEADERSHIP			
The media coordinator:			
1. Interprets school media program to administrators, school board, and lay public	—	—	—
2. Provides for regular communication between media personnel and users	—	—	—
3. Applies interaction skills for relating to students and teachers	—	—	—
4. Plans and implements strategies for positive public relations	—	—	—
5. Assists teachers and students in using media based on ability, interests, curricular needs, and learning styles	—	—	—
6. Plans and conducts staff development activities which encourage the use of media in instruction	—	—	—

NI = Needs Improvement

	YES	NI	NO
COMPETENCE IN EVALUATION AND SELECTION OF MEDIA			
The media coordinator:			
1. Organizes and provides leadership for the school's MEDIA ADVISORY COMMITTEE, involving administrator(s), teachers, students, and lay public	—	—	—
2. Evaluates various forms of media in all subject areas and grade levels	—	—	—
3. Assesses the media collection, identifies strengths and weaknesses, and coordinates the selection of appropriate media	—	—	—
4. Identifies and arranges for use of community resources compatible with curricular needs	—	—	—
5. Maintains an up-to-date media collection by periodically removing obsolete items	—	—	—
COMPETENCE IN ORGANIZATION AND MANAGEMENT			
The media coordinator:			
1. Coordinates the acquisition process for materials, equipment, and media supplies	—	—	—
2. Establishes policies and implements procedures for classifying, cataloging, and processing all school-owned media, information files, and community resources	—	—	—
3. Maintains a current catalog and shelflist for all school-owned media	—	—	—
4. Implements a circulation system which facilitates access of all materials to students and teachers	—	—	—
5. Conducts an on-going inventory of materials and equipment	—	—	—
COMPETENCE IN INSTRUCTION FOR THE USE OF MEDIA			
The media coordinator:			
1. Teaches media skills within the framework of the school's curriculum as outlined in the COURSE OF STUDY and COMPETENCY GOALS AND PERFORMANCE INDICATORS	—	—	—

	YES	NI	NO
2. Participates in curriculum development	—	—	—
3. Offers a literary enrichment program which includes guidance in reading, listening, and viewing experiences	—	—	—
4. Provides specific information and resources in response to reference requests	—	—	—
5. Plans with teachers to relate media skills to subject area classroom instruction	—	—	—

COMPETENCE IN PRODUCTION

The media coordinator:

1. Plans and produces teaching media materials not available elsewhere	—	—	—
2. Instructs and supervises students and teachers in the basic techniques of production	—	—	—
3. Establishes and communicates basic policies regarding the use of production equipment and materials	—	—	—

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SUPPLEMENTARY BOOKS ORGANIZATION

NOTE: Supplementary books, whether the textbook type or anthologies and single volumes of literature, should be organized as supplementary materials and not handled as adopted textbooks. School personnel have been known to use supplementary textbooks unlawfully in lieu of a basal adoption and should be mindful of G.S.-115-206.14(b) of the PUBLIC SCHOOL LAWS OF NORTH CAROLINA which states"...*Supplementary books and other instructional materials shall neither displace nor be used to the exclusion of basic textbooks.*"

It is recommended that all educational materials owned by a school be organized through the school media center regardless of where they are used or housed and regardless of what funds were used to purchase them. Because the card catalog is an index to all media in the school, it is recommended that supplementary books be cataloged using the Dewey Decimal Classification System in accordance with all other forms of media. A uniform system of organizing all media not only facilitates their use within a single school but also facilitates sharing with other schools and libraries.

WEEDING

1. Remove all books in poor physical condition from existing collections before beginning any reorganizational process.

2. Remove all titles containing obsolete content, illustrations, etc., that lack appeal for students. Titles bearing old copyrights are prime candidates for removal, especially in the subject areas--e.g., social studies, science, mathematics, because content, concepts, emphases, and teaching strategies, among other things, change more rapidly in these areas than in others.

3. Retain series and/or single titles of books containing good literature, because books having true literary merit are ageless.

4. Involve teachers in the weeding process. Such involvement not only will familiarize the entire faculty with what supplementary books are available but also could lead them to identify small sections of books that might be salvaged for use in classrooms, even though the majority of the content is obsolete. Such sections might contain short biographical sketches of famous people, science activities, math exercises, pictures, etc., that could be used in learning activity packages or "contract assignments" for individualized instruction. School personnel should be aware of the new copyright regulations when clipping sections of books for such use!

5. Discard all books weeded from the collection following the established procedures of the local administrative unit. It would be well to stamp "DISCARD" on the inside of each book.

ORGANIZING

Grouping

- Group books to be retained by subject area--e.g., social studies, science, literature. (At the secondary level the literature collection might contain multiple copies of such titles as THE SCARLET LETTER or MOBY DICK; at the elementary level, it might contain such titles as THE BEST OF CHILDREN'S LITERATURE SERIES).
- Group books by series within each subject area.
- Pull single copies of individual titles and integrate them into the regular school media collection, classifying, cataloging, and processing them as any other book.

Classifying

- Classify books by the Dewey Decimal Classification System.
- Use only the ten main classes when books are general in nature--e.g., 810 American Literature, 500 Science.
- Use the 100 divisions and the 1000 sections only when books are specific enough in content to necessitate their use--e.g., 973.2 U. S. History - Colonial Period.

Cataloging

- Make a series card for each series of books.
- Make a single title card when all books in a series are the same title.
- Make an author card(s) for the series.
- Make a shelflist card for each series showing the number of titles on hand along with whatever other information the school may require--e.g., year purchased, funds used. (All cards for a series may be made at the same time. However, because of lack of cataloging time, it may be better to make all shelflist cards first, and then type other cards as time permits).

Processing

- Affix a call number to the spine of each book.
- Use the term "Supplementary Books" or its abbreviated form above the Dewey number in the call number. (Ideally, most forms of media should be integrated on the shelves; however, due to the diverse forms, shapes, and sizes of media, most librarians prefer to shelve audiovisual materials and supplementary textbooks separately. To faciitate location and identification of such media, the call number contains the type of media above the Dewey number).

. Affix a pocket and a circulation card in books used frequently by individuals. A circulation card for the series may suffice if all copies in a series are used as a classroom set.

HOUSING

All materials should be as readily accessible to students and teachers as possible. Ideally, a section of shelving in the school media center should be reserved for supplementary textbooks; however, some facilities are inadequate and housing must be located outside the media center, preferably nearby. When this is necessary, a single book room is preferred to permanently locating the books by grade levels in classrooms. Such a practice encourages a possessive attitude on the part of some teachers and deprives others of books of varying difficulty levels to meet student needs. When teachers need books on a long-term basis, they may take them to their classrooms for the time needed and later return them to the central collection. When books are centrally located, teachers and/or students may use what they need at the appropriate time.

Books for secondary schools may be housed in the departments--e.g., English, social studies, etc., to improve accessibility. Regardless of where the books are located, the library should have a record of all supplementary books the school owns, and the catalog cards should indicate their permanent location.

Books should be arranged on the shelves by Dewey number, thereby automatically grouping them by subject area.

TIMELINES

Management Tool For The Entire School

Finding enough time to plan with classroom teachers during a busy school day has always posed a problem for the media coordinator who realizes that media skills instruction is more effective when correlated with classroom instructional activities.

In those schools which have sizable faculties, it is even more difficult to sit with each teacher long enough to get a feel for the curricular activities within the classroom.

In an attempt to facilitate communicating the greatest amount of information, in the shortest amount of time, to the largest number of people, the TIMELINE concept is being promoted by Carol Lewis and her School Media Program staff.

WHAT TO DO:

The principal (instructional leader in the school) should initiate the concept.

Each teacher completes a timeline in general terms for his/her subject area.

Timelines may be displayed on butcher paper, poster board, or 8 1/2" x 11" paper.

Timelines should be written in pencil so that changes can be made easily. The principal is in a position to put teachers at ease about making adjustments as needed.

Timelines should be posted in a prominent place for everyone to see -- e.g., the faculty lounge wall.

ADVANTAGES INCLUDE:

Principal (instructional leader) can quickly see how his teachers are implementing the school's curriculum.

Principal can quickly identify areas which need some adjustment- e.g., too many teachers teaching the same unit at the same time will put undue strain on a media collection not large enough to accommodate the demand.

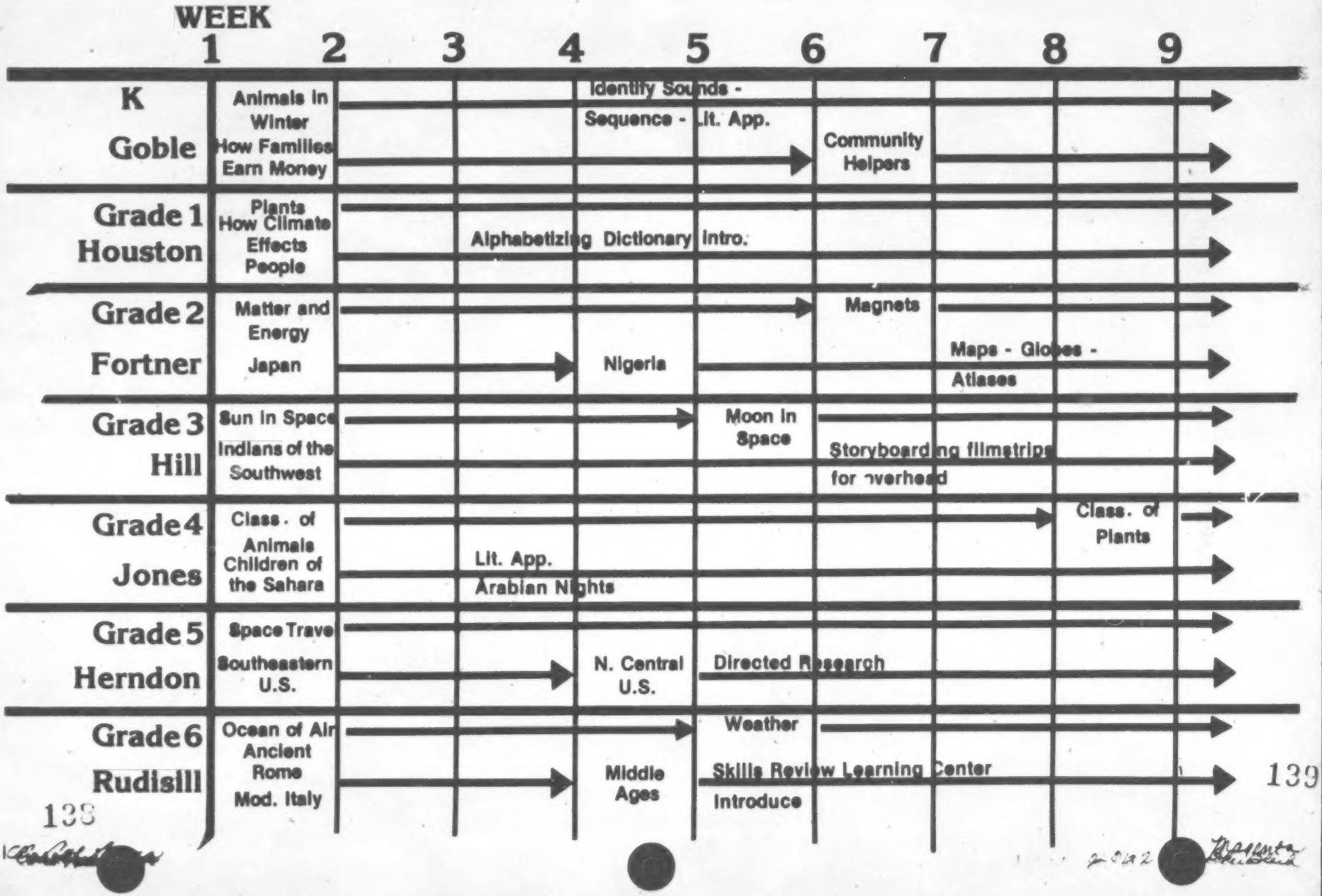
Teachers may discover that others are doing the same or related studies. Sharing units or working together can reduce the workload for these teachers.

Media coordinator can tell, at a glance, what students are studying. This facilitates the integration of media skills instruction into curricular areas.

Students respond positively to media activities which obviously relate to study assignments. The media coordinator is then in the position of helping students learn media skills while not adding "another subject" to the work load.

Special and/or itinerant teachers -- e.g., music, art, P.E., can plan their work to correlate with classroom instruction.

Sample Timeline

Division of Educational Media
Department of Public Instruction
Raleigh, North Carolina
July, 1980

SCIENCE SOCIAL STUDIES MEDIA